SOCIAL ENTREPRENEURSHIP (BUS 262G)

Number of ECTS credits: 6
Time and Place: Tuesdays, 1.30 p.m. to 4.30 p.m. Classroom: VECO 2

Contact Details for Professor
Name of Professor: Jean Bellemans
E-mail: belleman@bu.edu
Telephone: (0477) 67 74 71
Office hours: Tuesdays, 10.00 a.m. to 11.00 a.m. (White Room)

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Course Prerequisites
ECN 101G

Course Description
This course focuses on the growing phenomenon of ‘Social Entrepreneurship’, defined as developing business ideas and companies that drive social change through innovative and profitable solutions. As such, social entrepreneurship combines tools, techniques and visions related to entrepreneurship and business innovation on the one hand with practical, market-driven solutions for fundamental social challenges, problems and concerns on the other hand. The course will provide an in-depth analysis of the history, evolution and major features of successful social entrepreneurship initiatives and will explore innovative approaches towards generating ‘shared value’ between companies and societies. Although this course is aimed primarily at Business Students, it is deliberately interdisciplinary in nature and open to students from other majors.

Course Learning Objectives (CLO)

At the end of this course, students should be able to:

In terms of knowledge:
(1) Demonstrate their understanding of the unique characteristics of “social entrepreneurship” (also sometimes called “societal entrepreneurship”), by analyzing and evaluating concrete cases.
(2) Demonstrate their knowledge of the constraints facing any “social entrepreneur”, such as finding a good balance between the goals of helping communities, organizations, individuals, etc., and the necessity of having a sustainable strategy.

In terms of skills
(3) Comparing the examples of social entrepreneurship covered in the course, drawing the appropriate conclusions.
(4) Deriving recommendations for other social entrepreneurship activities.
(5) Understanding the role of social entrepreneurship in the world, and its future.

In terms of attitudes, students should develop in this course:
(6) critical attitudes, which are necessary for “life-long learning”.
(7) an attitude of open-mindedness and self-critical reflection with a view to self-improvement.
(8) sensibility towards the ethical dimensions of different aspects of the contents of this course.
## LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK

Summary:
Number of assignments used in this course: the “course project”, plus two examinations.
Number of Feedback occasions in this course (either written or oral): at least three.
Number and Types of Teaching Methods: four.

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (testable learning objectives)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Instances of Feedback given to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor has a broad knowledge of the different functional fields of business management. S/he is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.</td>
<td>1, 2, 3, 7, 8</td>
<td>Lectures</td>
<td>The “course project”</td>
<td>Written and/or oral during the whole course, and particularly after the mid-term examination and the submission of the “course project”</td>
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<tr>
<td></td>
<td></td>
<td>Readings</td>
<td>Two examinations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Case studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making.</td>
<td>1, 2, 3, 4, 5</td>
<td>Lectures</td>
<td>The “course project”</td>
<td>Written and/or oral during the whole course, and particularly after the mid-term examination and the submission of the “course project”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion of the readings and of the case studies</td>
<td>Two examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor has insight into the broad societal context of businesses and is able to take it into account in the analysis of business-oriented problems.</td>
<td>1, 2, 3, 7, 8</td>
<td>Lectures</td>
<td>The “course project”</td>
<td>Written and/or oral during the whole course, and particularly after the mid-term examination and the submission of the “course project”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion of the readings and of the case studies</td>
<td>Two examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest speakers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of business studies</td>
<td>1, 2, 3, 4, 5</td>
<td>Lectures</td>
<td>The “course project”</td>
<td>Written and/or oral during the whole course, and particularly after the mid-term examination and the submission of the “course project”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion of the readings and of the case studies</td>
<td>Two examinations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Guest speakers</td>
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</tr>
<tr>
<td>Major Learning Objectives</td>
<td>Course Learning objectives addressing the Major Objectives (testable learning objectives)</td>
<td>Methods used to Teach Course Objectives</td>
<td>Methods (and numbers/types of assignments) used to test these learning objectives</td>
<td>Type, Timing and Instances of Feedback given to Student</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>The bachelor has an open and academic attitude characterized by accuracy, critical reflection and academic curiosity.</td>
<td>6, 7, 8</td>
<td>Lectures</td>
<td>The “course project” Two examinations</td>
<td>Written and/or oral during the whole course, and particularly after the mid-term examination and the submission of the “course project”</td>
</tr>
<tr>
<td>The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>Lectures</td>
<td>The “course project” Two examinations</td>
<td>Written and/or oral during the whole course, and particularly after the mid-term examination and the submission of the “course project”</td>
</tr>
<tr>
<td>The bachelor recognizes the importance of lifelong learning.</td>
<td>1, 2, 6, 7, 8</td>
<td>Lectures</td>
<td>Subscriptions to newsletters that allow students to use extra information which will then be discussed in class</td>
<td>Discussion of the contents of newsletters</td>
</tr>
<tr>
<td>The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.</td>
<td>3, 4, 5</td>
<td>Lectures</td>
<td>The “course project”</td>
<td>Written and/or oral during the whole course, and particularly after the mid-term examination and the submission of the “course project”</td>
</tr>
<tr>
<td>The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes these ethical considerations explicitly into account in the solutions proposed for business problems</td>
<td>1, 2, 3, 4, 5, 6, 7, 8</td>
<td>Lectures</td>
<td>The “course project”</td>
<td>Written and/or oral during the whole course, and particularly after the mid-term examination and the submission of the “course project”</td>
</tr>
</tbody>
</table>
Main Course Materials (please note that you can find the readings and the cases for each session in the Course Schedule section below):

**Required course material**

(1) Readings (documents published by social entrepreneurship entities, papers, articles, studies, official documents, etc.) (posted on Canvas).

(2) Cases (posted on Canvas).

(3) Documents handed out in class.

A week-by-week overview of the course readings can be found in the section below.

**Optional documents**

The documents on the following web sites:

(a) Canadian Social Entrepreneurship Foundation (scef.ca)
(b) European Commission (ec.europa.eu)
(c) Harvard Business School – Social Enterprise (www.hbs.edu/faculty/topics/Pages/social-enterprise.aspx)
(d) Social Enterprise Institute (Elisabethtown College) (socialenterpriseinstitute.co)
(e) Stanford Social Innovation Review (ssir.org)

The syllabus, its revisions (if any) and important messages will also be uploaded to Canvas. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor will upload relevant material in a timely manner.

**Active Learning and Intensive ‘Reading around the Subject’: Additional Sources, Recommended Journals and Websites:**

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.
**Leading Journals in Business Studies**


**Work Load Calculation for this Course:**

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours ‘out of class’ time spent on preparatory readings, studying time for examinations as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work load for this course.

- **Time spent in class:** 3 hours per week / 45 hours per semester.
- **Time allocated for course readings and cases:** 3 hours per week / 45 hours per semester.
- **Time allocated for preparing the “course project”:** 30 hours.
- **Time allocated for preparing/revising for written mid-term examination:** 20 hours.
- **Time allocated for preparing/revising for written final examination:** 20 hours.

**Total hours for this Course:** 160 hours.
Course Assessment: Assignments Overview

The students will be evaluated on the basis of their performance in the following assignments:

- The “course project” 40%
- The mid-term examination 25%
- The final examination 35%
- TOTAL 100%

Grading Scale of Vesalius College

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. All assignments (including examinations) must be graded on the scale of 0-100. To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 100 (VeCo Grading Scale)</th>
<th>Scale of 20 (Flemish System)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100</td>
<td>17.0-20.0</td>
</tr>
<tr>
<td>A-</td>
<td>81-84</td>
<td>16.1-16.9</td>
</tr>
<tr>
<td>B+</td>
<td>77-80</td>
<td>15.3-16.0</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>14.5-15.2</td>
</tr>
<tr>
<td>B-</td>
<td>69-72</td>
<td>13.7-14.4</td>
</tr>
<tr>
<td>C+</td>
<td>66-68</td>
<td>13.1-13.6</td>
</tr>
<tr>
<td>C</td>
<td>62-65</td>
<td>12.3-13.0</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>11.5-12.2</td>
</tr>
<tr>
<td>D+</td>
<td>54-57</td>
<td>10.7-11.4</td>
</tr>
<tr>
<td>D</td>
<td>50-53</td>
<td>10.0-10.6</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0-9.9</td>
</tr>
</tbody>
</table>
Description of Assessments, Activities and Deadlines

(A) The course project

For the “course project”, you are required to write a paper on the following subject: “Feeding the World”. This paper should be based on the comparison between two of the following three types of social entrepreneurship initiatives (you should choose two of these three types):

1. Food banks in Europe: European Food Banks Federation (www.eurofoodbank.org/).


3. Food banks all over the world: “The Robin Hood Army” (robinhoodarmy.com).

It should be noted that these three initiatives are very different from a number of key points of view.

Documents

1. Food banks in Europe: European Food Banks Federation (www.eurofoodbank.org/) (you should download the most interesting documents from this web site).

2. Food banks in the USA (cases posted on Canvas): “Feeding America (A)” - Harvard Business School 9-818-130 – published on June 1, 2018; “Feeding America (B)” – Harvard Business School 9-818-131 – published on June 1, 2018) (in addition, you should download the most interesting documents from its web site).

3. Food banks all over the world (case posted on Canvas): “The Robin Hood Army” – Harvard Business School 9-119-007 – revised on November 12, 2018) (in addition, you should download the most interesting documents from its web site).

Important requirements

(a) In addition to the documents specified above, you should search the internet to find interesting studies/descriptions/analysis of the two types of initiatives you have chosen.

(b) You may “copy and paste” parts of the documents you have found. However:

- You should indicate clearly where each part “copied and pasted” begins and ends.
- The texts “copied and pasted” do not count for the calculation of the word count.
- You should refer to them appropriately.

******************************************************************************
Your paper must include the following parts (each part has a weight of 20 points)

(1) The key criteria you have used to compare the two types you have chosen.

(2) The main strengths of each of the two types you have chosen, and a comparison of these strengths.

(3) The main weaknesses of each of the two types you have chosen, and a comparison of these weaknesses.

(4) To what extent can the two types of initiatives you have chosen learn from each other? Or is each type so different from the other one that it is difficult to apply the lessons learned?

(5) The recommendations you would make to the management of the two types of initiatives for the future.

********************************

Additional instructions

(1) Your paper must be composed of sentences (no “bullet points”).

(2) Your paper must include at least 2,500 words, EXCLUDING the parts “copied and pasted” (see above).

(2) Your paper must be a “Word” document (not pdf);

(3) The deadline for your paper is Monday November 19 (week 12). You should:

- send me an electronic copy (to my e-mail address <belleman@bu.edu>) latest at midnight on that day;
- give me a hard copy at the beginning of the session of Tuesday November 20.
The rubrics for the course project are as follows

<table>
<thead>
<tr>
<th>Rubrics</th>
<th>Poor (0 – 10.0)</th>
<th>Good (10.1 – 16.0)</th>
<th>Very good to excellent (16.1 – 20.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The key criteria you have used to compare the two initiatives you have chosen</td>
<td>The criteria are incomplete and/or not clear and/or not convincing</td>
<td>The criteria are generally complete, clear and convincing</td>
<td>The criteria are very complete, clear and convincing</td>
</tr>
<tr>
<td>(2) The main strengths of each of them, and a comparison of these strengths.</td>
<td>The analysis of the strengths is incomplete and/or not clear and/or not convincing</td>
<td>The analysis of the strengths is generally complete, clear and convincing</td>
<td>The analysis of the strengths is complete, clear and convincing</td>
</tr>
<tr>
<td>(3) The main weaknesses of each of them, and a comparison of these weaknesses.</td>
<td>The analysis of the strengths is superficial and/or not clear and/or not correct The comparison is rather incomplete and/or not correct</td>
<td>The analysis of the strengths is fairly complete, with minor omissions and/or minor errors. The comparison is rather complete and correct</td>
<td>This analysis of the strengths is complete, clear and correct The comparison is generally complete and convincing</td>
</tr>
<tr>
<td>(4) To what extent can the two initiatives learn from each other? Or are these initiatives so different from each other that it is difficult to apply lessons derived from the other one?</td>
<td>The answer to these questions is incomplete and/or not clear and/or not convincing</td>
<td>The answer to these questions is rather complete, rather clear and rather convincing</td>
<td>The answer to these questions is complete, clear and convincing</td>
</tr>
<tr>
<td>(5) Your recommendations to the management of each of the two initiatives for the future.</td>
<td>Your recommendations are incomplete and/or not clear and/or not convincing</td>
<td>Your recommendations are rather complete, rather clear and rather convincing</td>
<td>Your recommendations are complete, clear and convincing</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>/100 points</td>
<td></td>
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</tr>
</tbody>
</table>
(B) The mid-term examination
This examination will be composed of questions on the following topics:
(1) The discussions with the guest speakers invited so far during the course.
(2) The readings discussed so far during the course.
(3) The case discussed so far during the course.
(4) The other documents handed out in class and/or posted so far on Canvas.

The answers to these questions must be given in the form of sentences (no “bullet points”).
The rubrics will be communicated together with the questions.

(C) The final examination
This examination will be composed of questions on the following topics:
(1) The discussions with the guest speakers invited during the whole course.
(2) The case discussed during the whole course.
(3) The readings discussed during the whole course.
(4) The other documents handed out in class and/or posted on Canvas during the whole course.

The answers to these questions must be given in the form of sentences (no “bullet points”).
The rubrics will be communicated together with the questions.

Vesalius College Attendance Policy
As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy.

Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence. After two sequential absences, the student’s advisor will be informed.
**Additional Course Policies**

Late papers will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.

**Academic Honesty Statement**

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance.

**Turnitin**

All written assignments that are graded and count for more than 10% towards the final course grade will be submitted to the anti-plagiarism software Turnitin.

**Course Schedule (Overview)**

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 27</td>
<td>Introduction to the course and overview of the core requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning with cases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The course project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social entrepreneurship, corporate social responsibility and social innovation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social enterprises in Europe and in Belgium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partnerships between social entrepreneurship organizations and multinational corporations</td>
</tr>
<tr>
<td>2</td>
<td>September 3</td>
<td>Same as session 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest speaker from “Mens Sana”</td>
</tr>
<tr>
<td>3</td>
<td>September 10</td>
<td>The course project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partnerships between social entrepreneurs and large corporations</td>
</tr>
<tr>
<td>Session</td>
<td>Date</td>
<td>Topic</td>
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<td>---------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>September 17</td>
<td>The course project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social entrepreneurship organizations and the third world</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest speaker from “Close-the-Gap”</td>
</tr>
<tr>
<td>5</td>
<td>September 24</td>
<td>The course project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impact investing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The role of students in a university in impact investing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Guest speaker from “Molengeek”</td>
</tr>
<tr>
<td>6</td>
<td>October 1</td>
<td>The course project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social entrepreneurship in the used book sector</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The “Triple Bottom Line”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revision session</td>
</tr>
<tr>
<td>7</td>
<td>October 8</td>
<td>Mid-Term Examination</td>
</tr>
<tr>
<td>8</td>
<td>October 15</td>
<td>Discussion of the mid-term examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comparing organizational forms to scale a social enterprise.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Entrepreneurs helping poor people</td>
</tr>
<tr>
<td>9</td>
<td>October 22</td>
<td>Social entrepreneurship funds</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Fall Recess – October 28 to November 1 – NO CLASSES</strong></td>
</tr>
<tr>
<td>10</td>
<td>November 5</td>
<td>Partnerships between social entrepreneurship organizations and financial institutions</td>
</tr>
<tr>
<td>11</td>
<td>November 12</td>
<td>The role of for-profit toy corporations in education</td>
</tr>
<tr>
<td>12</td>
<td>November 19</td>
<td>Corporate social entrepreneurship</td>
</tr>
<tr>
<td>13</td>
<td>November 26</td>
<td>Discussion of the “course project”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social entrepreneurs and the environment</td>
</tr>
<tr>
<td>14</td>
<td>December 3</td>
<td>The World Food Programme</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summary and conclusions of the course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revision for the final examination</td>
</tr>
<tr>
<td>15</td>
<td>December 10</td>
<td><strong>FINAL EXAMINATION</strong></td>
</tr>
</tbody>
</table>
Detailed Session-by-Session Course Outline

Sessions 1 and 2 (Tuesday August 27 and Tuesday September 3)

Topics
(a) Introduction to the course and overview of the core requirements.

(b) Learning with cases.

(c) The "course project".

(d) Relationships between "social entrepreneurship", “corporate social responsibility” (CSR), and “social innovation”.

(e) Controversies about social entrepreneurship.

(f) Social enterprises in Europe and in Belgium.

(g) The partnership between a social entrepreneurship organization in Bangladesh and a large French multinational food corporation.

Readings
“Note on “learning with cases”".


“A map of social enterprises and their eco-systems in Europe – executive summary” (European Commission) (December 2014).


Case

Guiding questions
(1) What is your opinion on the “results” described on page 9 of the case ?

(2) According to you, what are the main advantages of Grameen Danone for Danone? Are there any disadvantages ?

(3) If you were a manager of a multinational food corporation, would you also look for a project that would at the same time help fight the hunger in the world, and contribute to the “corporate social responsibility” (CSR) program of your corporation ?
Session 2 (Tuesday September 3)

Guest speaker: Laurenzo Arke, Mens Sana (www.menssana-ngo.com)

Topics, readings and case
Same as session 1.

Plus

Session 3 (Tuesday September 10)

Topics
(a) The “course project”.

(b) The various types of partnerships between for-profit corporations and social entrepreneurs.

(c) The partnership between Nike and a social entrepreneur.

Reading

Case
“Homeless World Cup: Social Entrepreneurship, Cause Marketing, and a Partnership with Nike” (Stanford Graduate School of Business – E376 – published on June 4, 2010).

Guiding questions
(1) What are the key factors that explain the growth of the Homeless World Cup until the time of the case? What are the likely growth accelerators going forward?

(2) What are the main challenges that Homeless World Cup was facing at the time of the case. What would have been your main recommendations to Mel Young at that time?
Session 4 (Tuesday September 17)

Guest speaker: Peter Manderick or Bram Over, “Close-The-Gap”.

Topics
(a) “Close-The-Gap” (www.closethegap.com).

(b) The activities of a social enterprise recycling and refurbishing used electronic equipment, and giving it to developing countries.

Readings
Documents on “Close-The-Gap”. Note: it is obviously essential that you study these documents thoroughly before this session.


Other documents on “Close-The-Gap” (to be posted on Canvas).

Case

Guiding questions
(1) This case describes on pages 4 to 7 a number of challenges that “Free Geek Toronto” was facing in 2017. In your opinion, what were the main ones?

(2) What advice would you offer to Ryan Fukunaga as regards each of these challenges?

Session 5 (Tuesday September 24)

Guest speaker: Sarah Stardast, Molengeek (www.molengeek.com)

Topics
(a) Impact investing, i.e. investing in activities that have a social impact.

(b) The role of students in a university in impact investing.

Readings


Case

Guiding questions
If you were a student at the Michigan Ross School of Business, how would you answer the following questions.

(1) How would you define “impact” ?

(2) How would you measure “impact” ?

(3) What would be your investment strategy ?

(4) In which sectors and geographies would you invest ?

Session 6 (Tuesday October 1)
Topics
(a) Social entrepreneurship in the used book sector.

(b) The “Triple Bottom Line”.

(c) Revision for the mid-term examination..

Reading

Case

Guiding questions
(1) Is the strategy of Better World Books (BWB) sustainable in the long run ? Why or why not ?

(2) The last paragraph of page 12 of the case lists a number of challenges that BWB was facing in 2015. What are your answers to the questions included in that paragraph:

- How should BWB achieve its growth objectives ?

- How can BWB remain relevant and competitive in the book retail market ?

- How can BWB stave off the effect of declining book donations in the face of increased attention to its triple-bottom line approach to business ?

- Could BWB manage the apparent tension between company growth and triple-bottom-line success in the midst of a maturing company with new leadership ?
Session 7 (Tuesday October 8)

Mid-term examination

Session 8 (Tuesday October 15)

Topics
(a) Discussion of the mid-term examination.

(b) Comparing organizational forms to scale a social enterprise.

(c) The initiatives of a lady in London, Ontario, to help people who are too poor to buy soap and to buy space at a Laundromat.

Case
“For the Love of Laundry: Comparing Organizational Forms to Scale a Social Enterprise” (Ivey Publishing W18022 - published on January 19, 2018).

Guiding questions
(1) What is your opinion on this lady's initiatives? What are its main strengths and its main weaknesses?

(2) At the time of the case, what would have been your main recommendations to this lady?

Session 9 (Tuesday October 22)

Topics
(a) The “course project”.

(b) The definition and the activities of a “social entrepreneurship fund”.

(c) The investment strategy of the social entrepreneurship fund of Omidyar.

Case

Guiding questions
If you had been Arjuna Costa and Matt Banninck, would you have decided to invest in:

(1) “MicroEnsure”? What are the main arguments for such an investment, and the main arguments against such an investment?

(2) “Lendoo”? What are the main arguments for such an investment, and the main arguments against such an investment?

NOTE: Please take into account the strategy, the objectives and the investment criteria of Omidyar Network described in the case.
Session 10 (Tuesday November 5)

Topics
(a) The "course project".

(b) The partnership between a social entrepreneurship organization in Ethiopia and a reinsurance corporation.

Reading
"Milking it ? Ethiopian farmers fight drought with insured cows" (Reuters, May 23, 2019).

Remarks
(A) The original name of “Swiss Re” was “Swiss Reinsurance Corporation”.

(B) “Reinsurance” is also known as insurance for insurers or stop-loss insurance. Reinsurance is the practice whereby insurers transfer portions of their risk portfolios to other parties by some form of agreement to reduce the likelihood of paying a large obligation resulting from an insurance claim. The party that diversifies its insurance portfolio is known as the ceding party. The party that accepts a portion of the potential obligation in exchange for a share of the insurance premium is known as the reinsurer.

(C) The reinsurance industry is generally considered as one of the most conservative sectors. This is due to the size of the risks it takes.

Case

Guiding questions
(1) In your opinion, why did Swiss Re get involved in reinsurance for farmers in Ethiopia ? What are the main advantage and the main disadvantages/risks of this activity for Swiss Re ?

(2) What are the main advantages for the Ethiopian farmers ?
**Session 11 (Tuesday November 12)**

**Topics**
(a) The role of for-profit toy corporations in education.

(b) Accelerating social impact at Mattel.

**Case**

**Guiding questions**
1. Robert Goodwin discusses leveraging Mattel’s marketing strengths and brand loyalty for the company’s philanthropic endeavors. What was unique to his “integrated purpose” approach versus Mattel’s existing philanthropic model?

2. What were the challenges of scaling the Speedometry curriculum? What should Mattel do?

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**Session 12 (Tuesday November 19)**

**Reminder:** the deadlines for the submission of the “course project” are as follows:
Electronic version: Tuesday November 19 at midnight.
Paper version: The beginning of this session 12.

**Topics**
(a) Corporate social entrepreneurship.

(b) The corporate social activities of the Hong-Kong subsidiary of a large multinational Japanese corporation.

**Case**

**Guiding questions;**
1. Why do “hidden youth” represent a social problem? What is the BACKME program, and why did Konica Minolta Hong Kong (KMHK) initiate this program? Is this program simply another CSR initiative?

2. How did Robert Ip manage the relationship with the company headquarters? What factors enabled Robert Ip and his team to launch this program?

3. Please evaluate the BACKME program in terms of its social impact.

4. Did the program create value for its stakeholders? Should the program be recommended to other multinational corporations, and to other Konica Minolta Inc. subsidiaries?
**Session 13 (Tuesday November 26)**

**Topics**
(a) Social entrepreneurs whose goal is to develop “sustainable gardening”.

(b) Discussion of the “course project”.

**Case**

**Guiding questions**
(1) Do you think it is a good idea for “Gardens Without Borders” (GWB) to explore partnerships with private sector enterprises/corporations ?

(2) Do you agree with Joey/Liza’s decision to approach Cascades and Desjardins ? Do they fit the profile of ideal corporate partners ?

**Session 14 (Tuesday December 3)**

**Topics**
(a) “World Food Programme”

(b) Summary and conclusions of the course.

(c) Revision for the final examination.

**Readings**
The documents on the World Food Programme posted on Canvas, which you should study thoroughly before this session.

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**Session 15 (Tuesday December 10)**

**Final examination**

Jean Bellemans

August 22, 2019

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**TO BE SCHEDULED**

**Guest speaker: Philippe Eiselein, Ashoka Belgium.**

**Before this session, you should study thoroughly the documents on Ashoka posted on Canvas and/or handed out in class.**