Social Problem-based Entrepreneurship
Application
Spring 2016

E-mail to:
htaparia@stern.nyu.edu

Course Number:
BSPA-GB.3337.30

Due: October 26, 2015

Brief Overview:

"Social Problem-based Entrepreneurship" (BSPA-GB.3337.30) kicks off with a trip to India and ends with what should be a blueprint for your social venture! By combining "on-the-ground" exposure with classroom theory, teams will identify real-world social sector problems and develop market-based solutions for them. The class is open to multiple graduate schools including Stern, Tisch, Wagner and Gallatin, making the class unique for addressing problems from multiple perspectives, and well poised as an incubator of social ventures.

The class will form start-up teams that will identify their domain, determine need-gaps in an Indian context, generate ideas, develop their products/services and business models, and examine customer acquisition.

In order to provide the teams with the attention needed to develop new ventures, the class size has been capped at 20 students. Therefore, we are asking students to formally apply. Selection will be based on your domain or functional experience, social sector experience, developing country experience, entrepreneurial strengths and motivation to start a venture during or soon after graduating from NYU.

Application for Course:

1. Name:

2. E-mail:

3. NYU School (e.g. Stern, Wagner, Tisch, Law, Medicine, etc.)

4. Describe what has motivated you to choose an entrepreneurial path and why this is that time for you? Why social entrepreneurship?

5. How would you best describe your domain or functional expertise?

6. Provide 2 examples in your career till date that best exemplify your entrepreneurial strengths.

7. Do you have a social venture idea? If so, what is the industry/sector you are looking at?

8. If you do not have a social venture idea, which of the 2 sectors are you most inclined toward—health care or agriculture?

9. Overall, why should you be selected for this course?

10. Field work in India will be required for this course. If admitted, can you make the time commitment for field work in India between January 3rd and 20th?

Send the above with a **one-page** resume. E-mail to htaparia@stern.nyu.edu

Professor Hans Taparia
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New York, NY 10012
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Course Number:
BSPA-GB.3337.30

Date/Time: Mondays, 6:00 – 9:00 pm

Office Hours:
To be determined

Required Course Materials

- Ries, Eric (2011). *The Lean Start-up: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.* Crown Publishing Group.

- Kim, W. Chan & Mauborgne, Renee (2005). *The Blue Ocean Strategy.* Harvard Business School Publishing Corporation.

- Coyne, Kevin. *Enduring Ideas: The GE-McKinsey Nine-box Matrix.*

- Hamermesh, Richard G., Marshall, Paul W., Pirmohamed, Taz. *Note on Business Model Analysis for the Entrepreneur.* Harvard Business School Publishing Corporation.

- *Strategy: A Primer* from *Harvard Business Essentials: Manager's Toolkit* (February 18, 2004). Harvard Business School Press.

- Elkington, John, Hartigan, Pamela. *Creating Successful Business Models, Lessons from Social Entrepreneurship* (2008). Harvard Business School Publishing Corporation.

- Guclu, Ayse; Dees, J. Gregory and Anderson, Beth Battle. *The Process of Social Entrepreneurship: Creating Opportunities Worthy of Serious Pursuit* (2002). Duke University, Fuqua School of Business.

- Williams, Luke. *The Key to Design Insights*. April 11, 2011. The Atlantic (http://www.theatlantic.com/business/archive/2011/04/the-key-to-design-insights-see-the-world-differently/237117)

- Colby, Susan; Stone, Nan and Cartarr, Paul. *Zeroing in on Impact* (Fall 2004). Stanford Social Innovation Review.

- Dees, J. Gregory. *The Meaning of Social Entrepreneurship* (2001).

- Blank, Steve, *Why the Lean Startup Changes Everything, Harvard Business Review,* https://hbr.org/2013/05/why-the-lean-start-up-changes-everything/ar/1

Recommended Reading

Select industry specific books and journals, depending on your domain of focus.

Course Description:

This course is designed to put the idea of teaching social entrepreneurship to its ultimate test—with the objective of incubating a series of social ventures through the course of a semester. The course consists of a trip to India in January, where students conduct a "deep-dive" on a social sector problem of their interest, that will serve as the basis for their social enterprise. Sectors of interest could include health care, agriculture, water, sanitation, sustainable textiles, and renewable energy. Before the trip to India, "start-up" teams of three to four students each will be formed. Each team will consist of students of multi-disciplinary backgrounds, as the class will be open to students from a variety of schools (e.g. Tisch School of Arts, School of Law, Stern School of Business, Wagner, Gallatin, Steinhardt etc.) This way, the teams will be able to work through problems from a creative, technical as well as business point of view more effectively than if they were all from the same background.

Defining a problem must be done carefully and should not be too general or too specific to start with. For example, "the decline of agricultural yields" would be too general a problem, while "the lack of drip irrigation systems on farms" might be too specific a problem (at least initially). In this example, "the increasing scarcity of water for farms" might be a better starting point. In order to help determine the problem of focus, students will be equipped with Design Thinking methods for recording observations and insights, and introductions to users and experts on the ground for interviews. Teams would also size, segment and analyze the problem in detail to determine specific need-gaps and potential solutions for those need-gaps. This would serve as the basis or the "reason to be" for the social venture.

The teams will be provided with a variety of networks in India including (1) access to one or more development research institutes on the ground, (2) introductions to other best-in-class ventures, experts, government agencies, and users in their domain of focus, (3) introductions to other departments at NYU that may be conducting research or design in their space of interest.

The class will be 3 credits and will focus on (1) problem identification, (2) industry analysis, (3) need-gap analysis, (4) solution ideation, (5) product/service development, (6) business model development and (7) strategy/mission statement development. Chart 1 on the next page outlines this course flow.

Chart 1.
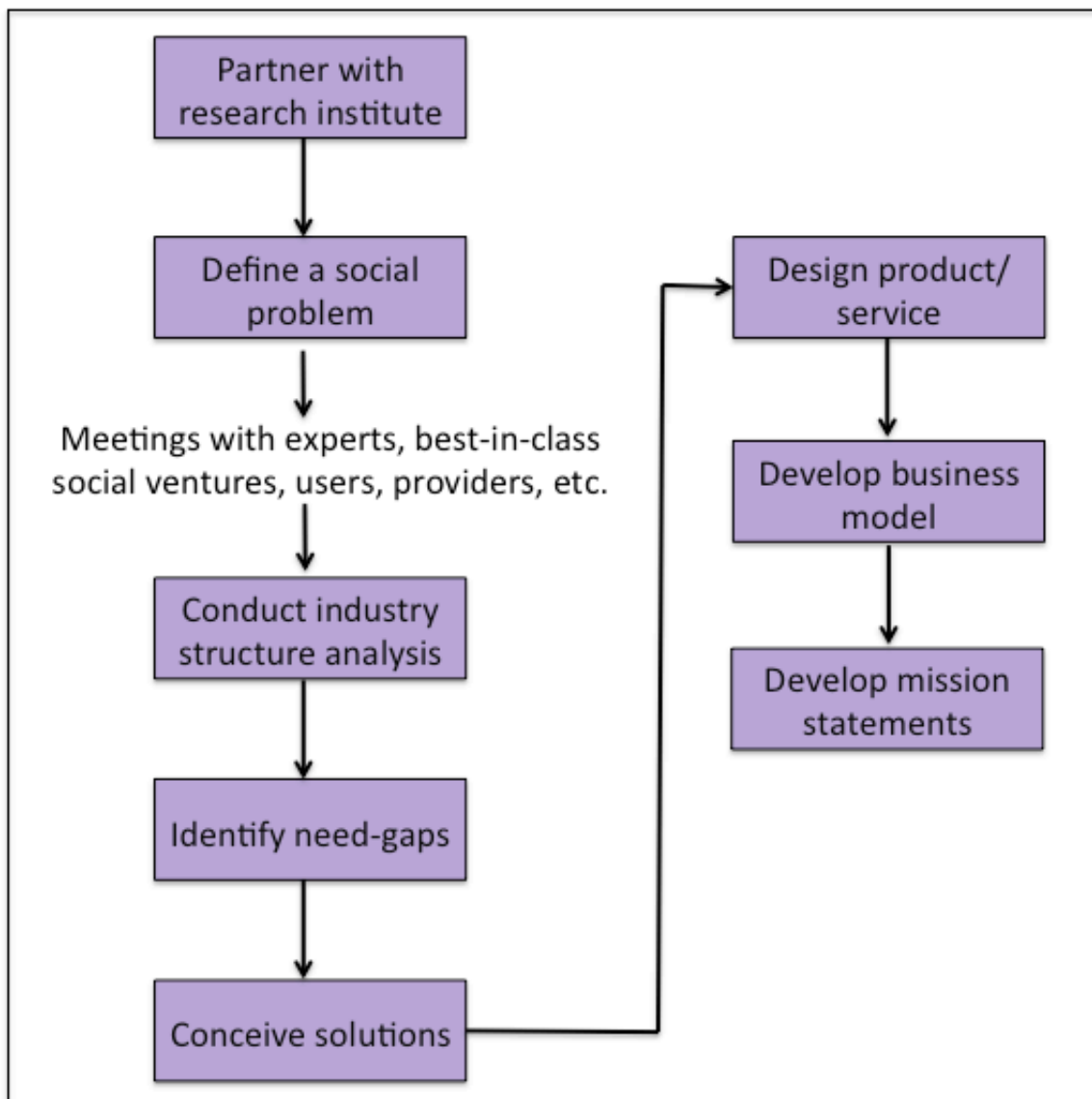
Course Philosophy

At business schools these days, it is a matter of constant debate as to whether a classroom environment can foster entrepreneurship. After all, successful entrepreneurs display characteristics which often seem to have little to do with what can be taught – passion, risk-taking appetite, a sense of purpose, a vision, a dream and so on. For social entrepreneurship, which involves developing a sustainable enterprise that also addresses a social issue, this is perhaps even more pronounced.

In addition to the requisite individual characteristics, there are arguably several key inputs that are important for incubating a business. They include (1) an idea, (2) expertise, (3) a market and (4) capital. By helping students identify a social problem as the basis for an idea, forming multi-disciplinary teams, creating networks with best-in-class research partners and ventures, focusing on India, and helping students create the necessary building blocks to attract capital, Social Problem-based Entrepreneurship proposes to uniquely bring all of these to the classroom.

<u>**Course Objectives**</u>

- To provide students already predisposed toward social entrepreneurship with the concepts, frameworks and models to systematically incubate new social businesses, by combining classroom teaching and on-ground investigation.

- To provide access to domain-specific resources including research partners and industry experts in order to identify social problems, need-gaps, and create working products and solutions.

<u>**Course Deliverables**</u>

Industry Structure Analysis and Need-Gap Analysis
During the India trip, each team will identify a social problem to focus on, by using Design Thinking methods to record observations and insights. They will also have the opportunity to meet a variety of best-in-class public and private institutions in their domain. These visits, in combination with the required reading and other secondary research, will allow the teams to conduct a detailed Industry Structure Analysis on their respective sectors. This should include market segmentation analysis, market sizing, growth rates, industry economics, trend analysis, competitive landscape, regulatory framework analysis, and consumer research. The Opportunity Mapping Model will then be used to map industry need-gaps with the core strengths of the team/venture in order to develop initial solutions.

Prototyping and Business Model Development
The next step will be for the teams to build or develop their prototype. Teams should follow the guidelines of the in-class Design Thinking Workshop and Minimum Viable Product (MVP) approach from the book *Lean Start-up*. This could involve developing a beta product/service and conducting consumer surveys or tests. Teams will also need to outline the proposed business model for their product/service.

Strategy and Mission Statement Development
Once the product/service offering has been identified, each team will need to develop its strategy/mission statement. This should be broken into 5 parts: (1) the Purpose of the Venture ("the reason to be"), (2) the Scope (what is the "playing field" for the venture), (3) Promise (what is the promise to its customer), (4) Advantage (What is the venture's competitive advantage), and (5) Environment (What is the internal human or cultural environment that the venture seeks to create?).

Final Business Concept Presentations
At the end of the class, each team will need to present Final Business Concept Presentations. They will need to provide a detailed overview of the sector, the opportunity, the mission statement, a blueprint, demo or video of the product/service, the business model, and initial thinking on how the venture will scale.

A note on teams: Peer evaluations will assist me in assessing the contribution each team member makes to the business plan. Individual grades therefore may be significantly better (or worse) than the team grade. Only in circumstances where a team member has not contributed, and where the balance of the team has attempted, unsuccessfully, to correct the problem with the individual and myself, can a team member be "fired." Arrange a meeting with me at the first sign of trouble.

Class and Small Group Participation

The success of this course depends not only on your attendance, but also on your participation. The more you participate, the more fun and valuable the course will be for all of us. For every class, students are expected to read the supplemental readings and cases. Participation is measured using several criteria. These include actively participating individually during the "discussion" part of our sessions, in small group meetings, and in group presentations.

The instructor's evaluation of your participation will be evaluated using these criteria:

- When questions were presented to the class, how active was your participation?

- When you answered questions or commented on reading-related or discussion-related material in class, how accurately did you use concepts previously discussed?

- When you asked questions or commented on reading-related or discussion-related material in class, how creative (as opposed to redundant or repetitive) was your thinking?

- As this class involves significant time on the ground in India, how active were you in setting up meetings, in participating and extracting data in those meetings?

- While in India, how enterprising were you in accessing new resources while on the ground and maneuvering unforeseen circumstances?

Attendance and Lateness Policy

Attendance at each class session is expected. If you miss more than one class (regardless of the reason), you can expect this to have a negative effect on your class participation grade. Excessive lateness, or leaving early, will also have a negative effect on your contribution grade.

Laptops, Cell Phones, & Other Electronic Devices

These may not be used in class. Please turn off all electronic devices before class begins.

Honor Code and Academic Integrity

We take Stern's honor code very seriously and therefore expect that you will too. In order to maintain a vigorous learning community in the classroom, it is critical that we, as a class, do not tolerate academic fraud (cheating, plagiarism, lying). As a matter of personal and professional respect for each other, and ourselves we should expect the highest standards of conduct from our peers and ourselves. Violating these standards takes away the value and meaning of the educational environment for all of us, and in the event that such a violation occurs, the individual(s) responsible will be subject to University sanctions that may include failure from the course, suspension, or expulsion. Please see me if you are uncertain about what represents an honor code violation.

About the Instructor

Hans Taparia is a co-founder of Preferred Brands International (PBI). PBI, set up in 1995, is a Stamford, Connecticut based food company that manufactures a range of natural, convenience, specialty foods under the brand *Tasty Bite*. *Tasty Bite* is currently the largest selling brand of Indian and Asian food sold in North America, available at most leading supermarkets. *Tasty Bite* products include a range of over 50 Ready-to-Eat Indian and Asian entrées, meals, noodles, sauces, and rice products. In 2016, a majority stake in PBI was acquired by the Japanese food major Kagome for $125 million.

PBI's manufacturing arm in India, Tasty Bite Eatables Ltd. (TBEL), is a state-of-the art integrated food factory with 23 acres of farm. Tasty Bite has been highly active in corporate social responsibility over the past 15 years and has on-going projects in agriculture, renewable energy, water conservation, education and disaster relief. The company was awarded the 2012 *Great Places to Work Institute's* Top 50 Indian companies to work for. It also ranked in the US as one of *Inc.* magazine's 5000 fastest growing companies in 2013.

Hans is also a co-founder of ASG-Omni, a US and India based management consulting firm and incubator. ASG-Omni, along with Desh Deshpande and Sycamore Networks, was a co-founder of Bangalore-based Tejas Networks, which has grown to become one of the top 10 optical networking companies in the world. Hans has a Bachelors of Science degree from the Massachusetts Institute of Technology and has been teaching at NYU Stern since 2011.

Course Schedule

Date	Module	Class Agenda; Readings
November 13, 2015	- India Overview; - Logistics Review; - Design Thinking Introduction – Observations and Insights - Team Formation Session	*The Key to Design Insights*
January 3 – 20, 2016	3 week trip to India : - Observations and Insights - Meetings/workshops with research partners - Meetings with other institutions, experts, users in your domain of focus.	Reading: Select readings based on the domain and social problem your team identifies.
February 8, 2016	Overview on Social Entreprenurship; Team Presentations on Observations and Insights	- Syllabus Review *The Meaning of Social Entrepreneurship* *The Process of Social Entrepreneurship: Creating Opportunities Worthy of Serious Pursuit*
February 15, 2016	Industry Structure Analysis and Opportunity Mapping Immersion in Your Domain	- BCG Model applied to entrepreneurs *McKinsey/GE Nine Box Matrix* *The Blue Ocean Strategy*
February 22, 2016	Design Thinking: Solution Ideation	
February 29, 2016	Team Presentations: Opportunity Mapping Model and Solutions	**Assignment Due:** Opportunity Mapping Model and Initial Solutions
March 7, 2016	The Minimum Viable Product	*Lean Start-up*
March 21, 2016	Business Model Development	Reading: *Note on Business Model Analysis for the Entrepreneur* *Creating Successful Business Models* *Why the Lean Startup Changes Everything*

March 28, 2016	Design Thinking - Prototyping	Prototyping Workshop
April 4, 2016	Strategy for the Entrepreneur	**Assignment Due:** Prototype and Business Model Presentation Reading: • *Strategy: A Primer* • *Zeroing in on Impact*
April 11, 2016	Strategy Development Break-out Session	Break-out Session
April 18, 2016	Final Business Concept Presentations	**Assignment Due:** Final Team Presentations
April 25, 2016	Final Business Concept Presentations II	**Assignment Due:** Final Team Presentations

Breakdown of Course Requirements:

Module	% of Total Grade
Completion of Opportunity Mapping Model and Initial Solutions	15%
Prototype and Business Model Development	20%
Strategy and Mission Statement Development	10%
Final Business Concept Presentation	40%
Class Participation	15%
Total	100%