Scaling Social Enterprises -
Experiential Field Course in El Salvador

December, 2019 – February, 2020
(students will register for Spring, 2020)

Instructor Information

• Scott Taitel
• Email: staitel@nyu.edu
• Office Address: 3070 Puck
• Office Hours: Mondays and Wednesdays, 3–4pm or by appointment

Course Information

• Class Meeting Times:
  o New York in advance of travel (3 meeting dates)
  o El Salvador during J-Term (14 days)
  o New York upon return from travel – early Spring semester (2 meeting dates)

Course Prerequisites

• CORE-GP.1021, Financial Management or equivalent

Course Description

This course will provide a field opportunity for students to investigate the current practices of an El Salvadoran social enterprise, Acceso Oferta Local – Productos de El Salvador, which aggregates agricultural and fish & seafood products procured from low-income producers and fishers for sale to local off-takers. This social enterprise has successfully scaled since its inception in 2013 to grow to over $5M in revenue along with supported claims of significant impact on more than 1,000 producer and fisher livelihoods and resulting paradigm shifts to
practices of local sourcing. Students will investigate the success factors and challenges of the enterprise’s primary business of fruit and vegetable sourcing and make recommendations for the scaling of newer business opportunities related to fish & seafood expansion, vertical expansion into processed foods as well as prospective exporting. These opportunities will be viewed through the lens of social impact, financial return and stakeholder management.

Students will have the opportunity to interview local producers and product buyers and develop frameworks for assessing scaling opportunities and making recommendations for the social enterprise’s evolution. The course will build off the Professor’s case on this enterprise entitled Acceso Oferta Local – A New Approach to Social Enterprise with an objective of using students’ findings and recommendations to contribute toward the development of an Addendum Case.

### Course Objectives

<table>
<thead>
<tr>
<th>Course Learning Objective Covered</th>
<th>Corresponding Assignment Title</th>
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<tbody>
<tr>
<td>Learn field-based interview techniques for documenting social enterprise value chain processes</td>
<td>Process Documentation Assignments</td>
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<tr>
<td>Acquire skills to develop frameworks for assessing opportunities for scaling a social enterprise</td>
<td>Analysis Framework Submission</td>
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<tr>
<td>Understand value of field-based research in validating social impact and the local and cultural context core to social enterprises</td>
<td>Field Journals</td>
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<td>Understand how to present and integrate field research in social enterprise business and use cases</td>
<td>Two Case Analysis Memorandums (Individual) and Proposed Case Abstract (Team)</td>
</tr>
<tr>
<td>Develop skills to apply field findings to address specific stakeholder questions regarding social enterprise financial and social impact optimization</td>
<td>Final Research and Recommendation Report</td>
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### Outline of Class

There are three sections of the class: Sessions in New York late in the Fall term prior to travel to El Salvador, J-Term sessions and field work in El Salvador, and classes in the early Spring semester in New York post travel to El Salvador. Class sections in New York will compose the bulk of the lecture and “classroom” part of the course. These sessions will include lectures, case discussions, class exercises and group work. In El Salvador, the focus will be on organizational and site visits as well field research. There will be daily class meetings in El Salvador where students will report early research findings. When we return to New York, the class will continue to meet in the early part of the Spring semester to complete the compilation of research findings, develop frameworks for analysis of collected research, participate in
discussions to compare findings to pre-travel case learnings and to create a shared journal of lessons learned.

Required Readings

Reading Packets:

HARVARD CASE PACK
See instructions for downloading packet below Harvard Case Pack
Contents include:

Cases:  Operadora Logistica Salvadorena
        The Aquaculture Industry in the Philippines: Creating Social Values at Marina Gana Vida
        Cultivating Social Enterprise in Peru: A Portfolio Approach
        Haiti Hope: Innovating the Mango Value Chain
        Acumen and Lean Data 2018
        Supercompra: Sourcing from Small Andean Farmers

Chapters:  Methodological Considerations in International Market Research

Notes:  Two Keys to Sustainable Social Enterprise, Osberg, Martin
        Scaling Social Entrepreneurial Impact, Bloom, Chatterji

Articles:  Inclusive Growth: Profitable Strategies for Tackling Poverty and Inequality, Kaplan, Serafein, Tugendhat
        Creating Shared Value, Porter, Kramer
        The Ecosystem of Shared Value, Kramer, Pfitzer

WDI CASE PACK
See instructions for downloading packet (forthcoming)
Contents include:

Cases:  Walmart and Small Producers from the Developing World: Linking Demand with Supply
        Base-of-the-Pyramid Module: Business Strategies including:
        ▪ Global Seeds to Village Farmers: Hearing the Voices at the BoP
        ▪ Note on the Role of Subsidies in a Market Economy
Building and Scaling a Cross-Sector Partnership
Subsidies in the Base-of-the-Pyramid Venture Development

Overview of the Course

Pre-Travel

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Fri, Oct 4</td>
<td>Course Informational Session</td>
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<tr>
<td>Class 2</td>
<td>Fri, Nov 22</td>
<td>Social Enterprise Business Plan Development and Creating Frameworks</td>
<td>2 Case Write-ups</td>
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<td>for Field Analysis</td>
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<tr>
<td>Class 3</td>
<td>Fri, Dec 6</td>
<td>Lean Approaches to Impact Assessment</td>
<td>Framework for Field Analysis (due 12/18)</td>
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In Country

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity/ Topic</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Sat, Jan 4</td>
<td>Travel Day (Flight from New York to San Salvador)</td>
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<tr>
<td>Day 2</td>
<td>Sun, Jan 5</td>
<td>Travel Day and Introductory Meeting (Transport from San Salvador to Chalatenango)</td>
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<tr>
<td>Day 3</td>
<td>Mon, Jan 6</td>
<td>Review of Core Agro Supply Chain Business including (includes site visits to Smallholder Farms)</td>
<td>Documentation of agro sourcing processes and farmer impact; interview notes with farmers; Field journal entries</td>
</tr>
<tr>
<td>Day 4</td>
<td>Tue, Jan 7</td>
<td>Review of Core Agro Supply Chain Business including (includes site visits to Collection Centers)</td>
<td>Documentation of agro collection processes and impact on laborers; interview notes with collection center staff; Field journal entries</td>
</tr>
<tr>
<td>Day 5</td>
<td>Wed, Jan 8</td>
<td>Review of Core Agro Supply Chain Business (includes field interviews with executives from Offtakers/Buyers); Travel to San Salvador (visit logistics providers)</td>
<td>Documentation of buying, off-taker and logistics processes including shared value assessment; interview notes with buyers; Field journal entries</td>
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<tr>
<td>Day 6</td>
<td>Thu, Jan 9</td>
<td>Team Breakouts and Initial Field Work</td>
<td>Stakeholder meeting notes Field journal entries</td>
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<tr>
<td>Day 7</td>
<td>Fri, Jan 10</td>
<td>Continued Team Field Work</td>
<td>Stakeholder meeting notes Field journal entries</td>
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<tr>
<td>Day 7</td>
<td>Fri, Jan 10</td>
<td>Team and Stakeholder Dinner</td>
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<tr>
<td>Day 8</td>
<td>Sat, Jan 11</td>
<td>Continued Team Field Work</td>
<td>Stakeholder meeting notes Field journal entries</td>
</tr>
<tr>
<td>Day 9</td>
<td>Sun, Jan 12</td>
<td>Free Day – Country Tours and Activities will be planned</td>
<td>Stakeholder meeting notes Field journal entries</td>
</tr>
<tr>
<td>Day 10</td>
<td>Mon, Jan 13</td>
<td>Continued Team Field Work</td>
<td>Stakeholder meeting notes Field journal entries</td>
</tr>
<tr>
<td>Day 11</td>
<td>Tue, Jan 14</td>
<td>Continued Team Field Work</td>
<td>Stakeholder meeting notes Field journal entries</td>
</tr>
<tr>
<td>Day 12</td>
<td>Wed, Jan 15</td>
<td>Initial Team Conclusions and Gap Assessment</td>
<td>Team Abstract</td>
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<tr>
<td>Day 13</td>
<td>Thu, Jan 16</td>
<td>Final Interviews and Concluding Dinner</td>
<td>Team Presentations of Conclusions to Date</td>
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<tr>
<td>Day 14</td>
<td>Fri, Jan 17</td>
<td>Travel Day (San Salvador to New York)</td>
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### Post-Travel

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Deliverable</th>
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</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Fri, Jan 31</td>
<td>Aggregation of Field Findings</td>
<td>Field Journals</td>
</tr>
<tr>
<td>Class 2</td>
<td>Fri, Feb 7</td>
<td>Assessing the Financial and Social Impact of Enterprise Scaling Opportunities</td>
<td>Final Recommendation Report</td>
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### Assignments and Evaluation

- **Case Analysis and Case Abstracts (15% of total grade):**
  Prior to travel, students can choose any two of the assigned case readings for submission of a memorandum detailing your analysis of how the case learnings could be applied to adopting best practices to develop frameworks to assess the Acceso Oferta social enterprise in El Salvador. Each analysis should be no more than 2 typed pages double spaced.

At the conclusion of the trip, students who will be assigned in small teams (see Team Research below) will submit an abstract of an Addendum Case for consideration for adoption based on the in-country team assignment they received. The abstracts should be no more than 4 pages double spaced and will address issues regarding both financial and social returns.
• Proposed Analysis Framework (15% of total grade):
Students will submit a framework for field assessment. The framework should include an input
collection methodology using tools that can be deployed in the field and an accompanying one
page (typed, double spaced) narrative describing the process of how the framework should be
deployed in field conversations. Your narrative should be written in such a manner that it would
be clear for others in the class to adopt your framework.

• Field Journal (30% of total grade):
Students will document their personal observations in a daily journal to be maintained each day
of the trip. Students are expected to write at minimum of 5 pages daily (typed, double spaced)
noting their primary observations and key takeaways. Journals should divided entries by the
following five categories 1) Operations & Logistics, 2) Country Culture, 3) Enterprise Culture, 4)  
Social Impact and 5) Financial Impact

• Team Research and Recommendation Report (40% of total grade):
Depending on the enrollment size and available resources from the enterprise management to
support teams, four potential teams will be formed:

1) Team to assess scaling opportunity related to the processing of agricultural products
2) Team to assess scaling opportunity related to the scaling of the secondary business of  
fish & seafood products  
3) Team to assess scaling opportunity related to the exporting of products
4) Team to assess the enterprise’s holistic impact on the country’s ecosystem taking into
consideration both positive and negative additionality beyond beneficiary income.

Students assigned to teams focused on business opportunities will submit a final document of
10 pages (double spaced) with field analysis which will complement their proposed Case  
Abstract with field research findings and include definitive recommendations for the enterprise to
consider for scaling. The recommendations will include estimates and frameworks for
calculating both financial and social returns related to the scaling plan. The team assigned to
holistic impact assessment will similarly submit at 10 page (double spaced) final document
which will make recommendations for refining the enterprise’s impact assessment methodology
to enable the most pragmatic and comprehensive approach to capturing additionality beyond
beneficiary income.

NYU Classes
All announcements, resources, and assignments will be delivered through the NYU Classes
site. I may modify assignments, due dates, and other aspects of the course as we go through
the term with advance notice provided as soon as possible through NYU Classes announcements.
Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner's Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU’s Calendar Policy on Religious Holidays

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

Student Resources

Wagner offers many quantitative and writing resources as well as skills workshops. The library offers a variety of data services to students.

Class Policies

Students will adhere to any security policies and procedures related to travel abroad. Students will be required to attend mandatory sessions on these matters prior to travel. Note Wagner’s incomplete policy and course withdrawal policy.

Letter Grades

Letter grades for the entire course will be assigned as follows:
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0 points</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 points</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 points</td>
</tr>
<tr>
<td>B</td>
<td>3.0 points</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 points</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 points</td>
</tr>
<tr>
<td>C</td>
<td>2.0 points</td>
</tr>
<tr>
<td>C-</td>
<td>1.7 points</td>
</tr>
<tr>
<td>F</td>
<td>0.0 points</td>
</tr>
</tbody>
</table>

Student grades will be assigned according to the following criteria:

- (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
- (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
- (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or
flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

**Detailed Course Overview**

**Pre-Travel Class 1 – October 4, 2019 Information Session (in NYC)**

Topics:
- Overview of Course and Logistics

Reading:
- Base Case – Acceso Oferta Local – A New Approach to Social Enterprise Creation

**Pre-Travel Class 2 – November 22, 2019 (in NYC)**

Topics:
- Creating Frameworks for Field Analysis and Social Enterprise Business Plan Development

Reading:
- Acceso Oferta Local Business Plan and Supporting Documentation (Proprietary Documents)

Cases:
- Base-of-the-Pyramid Module (Global Seeds to Village Farmers: Hearing the Voices at the BoP, Note on the Role of Subsidies in a Market Economy, Building and Scaling a Cross-Sector Partnership, Subsidies in the Base-of-the-Pyramid Venture Development)
- Walmart and Small Producers from the Developing World: Linking Demand with Supply
- Operadora Logistica Salvadorena
- The Aquaculture Industry in the Philippines: Creating Social Values at Marina Gana Vida
- Cultivating Social Enterprise in Peru: A Portfolio Approach
Haiti Hope: Innovating the Mango Value Chain

Homework:
- Two (2) Case Write-Ups (due Dec 3, 2019)

Pre-Travel Class 3 – December 6, 2019 (in NYC)

Topics:
- Lean Approaches to Impact Assessment
- Creating Shared Value

Cases:
- Acumen and Lean Data 2018
- Supercompra: Sourcing from Small Andean Farmers

Notes:
- Two Keys to Sustainable Social Enterprise, Osberg, Martin
- Scaling Social Entrepreneurial Impact, Bloom, Chatterji

Chapters:
- Methodological Considerations in International Market Research

Articles:
- Inclusive Growth: Profitable Strategies for Tackling Poverty and Inequality, Kaplan, Serafein, Tugendhat
- Creating Shared Value, Porter, Kramer
- The Ecosystem of Shared Value, Kramer, Pfitzer

Homework:
- Framework for Field Analysis (due Dec 18, 2019)

IN EL SALVADOR

Day 1 – Day 14  Detailed schedule will be determined in conjunction with travel logistics providers and enterprise management with the objectives of each day as noted below. Each daily session will end with a 45-minute class (physical meeting or remote convening) to report back the major findings of the day and receive instructor feedback on data collected and field observations as well as receive a detailed agenda and objectives for the following day. The class
discussion will also include an assessment of findings as they relate to the readings and cases studied in advance of the students’ travel.

In Country Class 1 – January 4, 2020

Activity:
• Travel Day (Flight from New York to San Salvador)

In Country Class 2 – January 5, 2020

Activity:
• Introductory meeting and Transport from San Salvador to Chalatenango

In Country Class 3 – January 6, 2020

Activity:
• Review of Core Agro Supply Chain Business including (includes site visits to Smallholder Farms)

Assignment:
• Interview notes with farmers; Field journal entries

In Country Class 4 – January 7, 2020

Activity:
• Review of Core Agro Supply Chain Business including (includes site visits to Collection Centers)

Assignment:
• Interview notes with collection center staff; Field journal entries

In Country Class 5 – January 8, 2020

Activity:
• Review of Core Agro Supply Chain Business (includes field interviews with executives from Offtakers/Buyers); Travel to San Salvador to visit logistics providers
Assignment:
- Interview notes with buyers and logistics providers; Field journal entries

In Country Class 6 – January 9, 2020

Activity:
- More logistics visits as necessary, Teams will be broken out into four groups: Agro processing opportunity; Fish & seafood opportunity; Export opportunity; Community level social impact. Note that team assignments and in-country location will vary depending on whether a team has been assigned to assessing opportunities related to the processing of agricultural products, scaling of the secondary business of fish & seafood products, exporting of products or validating the enterprise’s impact additionality beyond beneficiary income.

Assignment:
- Stakeholder meeting notes; Field journal entries

In Country Class 7 – January 10, 2020

Activity:
- Team Field Work; All Teams and Stakeholder Dinner

Assignment:
- Stakeholder meeting notes; Field journal entries

In Country Class 8 – January 11, 2020

Activity:
- Team Field Work

Assignment:
- Stakeholder meeting notes; Field journal entries

In Country Class 9 – January 12, 2020

Activity:
- Free Day – Country Tours and Activities will be planned
In Country Class 10 – January 13, 2020

Activity:
- Team Field Work

Assignment:
- Stakeholder meeting notes; Field journal entries

In Country Class 11 – January 14, 2020

Activity:
- Team Field Work

Assignment:
- Stakeholder meeting notes; Field journal entries

In Country Class 12 – January 15, 2020

Activity:
- Initial Team Conclusions and Gap Assessment

Assignment:
- Team Abstract

In Country Class 13 – January 16, 2020

Activity:
- Final Interviews; Concluding Dinner

Assignment:
- Team Presentations of Conclusions to Date
In Country Class 14 – January 17, 2020

Activity:
- Travel (San Salvador to New York)

Post-Travel Class 1 – January 31, 2020 (in NYC)

Topics:
- Field Observation Aggregation

Readings:
Case Packet Note: Customer Discovery and Validation for Entrepreneurs

Post-Travel Class 2 – February 7, 2020 (in NYC)

Topics:
- Assessing the Financial and Social Impact of Enterprise Scaling Opportunities

Presentations:
- Students will present final recommendations to both instructor and enterprise management.