



Global Social Impact Strategies (GSIS) – Guatemala!

Fall 2015 – Spring 2016
Course Syllabus

Professor Information

Professor Jill R. Kickul
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Business and Society Program
Berkley Center for Entrepreneurship and Innovation
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Guatemala Field Work: Jan 3-15, 2016 - plan on arriving in Guatemala City by Sunday, January 3rd before 6pm for our Welcome dinner and our work will wrap up on Friday, January 15th by 2pm.

Office Hours: By appointment

Readings

The course will include a couple of texts:

- Kickul, J., & Lyons, T. (2012). Understanding Social Entrepreneurship (referred to as USE in course schedule): The Relentless Pursuit of Mission in an Ever-changing World. Can be found at: <http://www.routledge.com/books/details/9780415884891/>
- *MBA Field Studies: A Guide for Students and Faculty*, Corey (ed.), 2001.
- *The Basic Principles of Effective Consulting*, Stroh and Johnson, 2005.
- *Partner Background: Community Enterprise Solutions*: <http://www.cesolutions.org>
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Course Theme and Goals

The Global Social Impact Strategies course is designed to help students gain actionable insights into the nexus between economic and social value creation in an international context. Specifically, the purpose of GSIS is to provide students with hands-on exposure to the entrepreneurial pursuit of social impact in a developing economy. As a result of this course,

students will gain:

- Increased ability to recognize and critically assess various forms of social enterprise and base-of-the-pyramid strategies as tools for poverty alleviation, economic development, and social transformation;
- Greater understanding of the challenges of growing and sustaining a social enterprise, as well as special insights into enterprise development in a developing economy;
- Improved consulting skills, including project planning, issue analysis, formulation of strategic and tactical recommendations, and client relationship management.

While exploring these developing countries first hand, students will learn about local history, culture, economy, politics, social change, sustainable development, and entrepreneurship. By participating in the course, students will be better able to adapt and apply business skills and academic disciplines in the social sector, and will have increased skills for effective and thoughtful leadership in business and society throughout their careers.

Course Objectives & Methods

Academic Component

The course is intended to provide a socially relevant academic experience that combines classroom curriculum with hands-on learning and an international experience. We will leverage case studies, lectures and class discussion to help participants learn to think strategically and act opportunistically, with an economic mindset and a social conscience. Participants, grouped into teams, will take turns leading the discussion on various cases as well as synthesizing and critiquing the many assigned readings to better internalize the learning process.

Practical Component

In partnership with a social enterprise (SolCom), students will have the opportunity to apply their classroom learning to real-world issues by conducting field work projects abroad in Guatemala. Student teams will work in close collaboration with the partner organization to deliver on discrete projects designed to meet existing needs. In addition, project deliverables will include a findings component designed to facilitate the sharing of knowledge and best practices within the sector.

The practical component in the 2015-16 class will focus on fieldwork in Guatemala. In advance of travel, students will leverage information technology to establish relationships with our partner organization. This will ensure that teams are well informed of focal issues, have the opportunity to gather enough data to quantify the central issues, and can begin generating preliminary solutions. Each team will spend two weeks on the ground in Guatemala in order to fulfill the required field work component.

Course Requirements:

GROUP DELIVERABLES

(A) Letter of Agreement. Each team should develop a letter of agreement to document the proposed scope of work of the consulting project. The letter of agreement should include:

- summary of problem definition
- project objectives (to the extent possible, these objectives should be expressed as expected outputs or, preferably, outcomes rather than activities.)
- key research question(s), proposed analysis to answer each question, and the data required for this analysis
- proposed approach/methodology (major activities and timeline)
- brief description of the intended content and format of the deliverable(s)
- expectations for communications between the student team and the key client contacts (e.g., designated points of contact, frequency and method of contact prior to arrival on site, frequency and nature of contact while in country, etc.)
- projected resource requirements (e.g., understandings about access to people and information, handling of expenses, availability of logistics support from the client, etc.)
- summary of the work experience and relevant skills of each team member (approximately one paragraph each), to demonstrate the qualifications of your team.

REFERENCES: *MBA Field Studies* (pages 8-9 & 12-19), *Basic Principles of Effective Consulting* (pages 33-59).

(B) On-Site Work Plan. Teams must submit a detailed work plan for the on-site portion of the field study. Please indicate which meetings, interviews, or other activities have already been scheduled and confirmed, and those that are not yet scheduled.

REFERENCES: *MBA Field Studies* (page 16), *Basic Principles of Effective Consulting* (pages 60-83).

(C) Presentation of Findings and Proposed Recommendations (made on the final day in Guatemala to SolCom)

(D) Final Written Report (due February 20)

INDIVIDUAL DELIVERABLES

Class Participation and Peer Evaluations. The success of this course depends not only on your attendance, but also on your participation. Participation is measured using several criteria. These include actively participating individually during the "discussion" part of our sessions, in team meetings, and in team presentations.

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

- When questions were presented to the class, how active (as opposed to inactive) was your participation?
- When you answered questions or commented on reading-related or discussion-related material in class, how accurately (as opposed to inaccurately) 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?
- When you were asked to answer case questions to solve entrepreneurial problems, how specific, hence implementable (as opposed to vague, hence useless), were your suggested remedies to problems raised in class?
- When you criticized others' ideas (including the instructor's), how constructively (as opposed to destructively) did you state your criticism?
- How many times were you absent (so that the class missed your contributions)? One absence may not adversely affect your participation grade; more class absences will lower your final grade.

Grading:

Course grades will be determined as follows:

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| A. Group Deliverables | 50% |
| <i>Letter of Agreement & Workplan (15%), Final Report & Presentation (35%)</i> | |
| B. Individual | 30% |
| <i>Class Participation (30%)</i> | |
| C. Peer Evaluation | 20% |

Honor Code and Academic Integrity

I 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.

Schedule¹

DATE	TOPIC	ASSIGNMENTS
Pre-class 1	Introduction to Social Entrepreneurship and Consulting with Social Enterprises	IN CLASS: <ul style="list-style-type: none"> • Course logistics and overview • Introduction to project partner • Team choices/formation & next steps Before Class 1, read textbook USE and SolCom background
Pre-class 2	The Context and Consulting with Social Enterprises	IN CLASS: <ul style="list-style-type: none"> • Country overview, and/or topical presentations (History, Economics, Culture, and Politics) • Lessons learned from previous ISIS classes Before Class 2, read: <i>MBA Field Studies: A Guide for Students and Faculty</i> , Corey (ed.), 2001. <i>The Basic Principles of Effective Consulting</i> , Stroh and Johnson, 2005.
Pre-Class 3	Doing Business in Guatemala and Consulting with Social Enterprises II	IN CLASS: <ul style="list-style-type: none"> • Doing Business in Guatemala – Opportunities and Challenges
	Important Due Dates Before Trip	<ul style="list-style-type: none"> • Letter of Agreement Due 12/30 • On-Site Work Plan Due 1/3
<i>Trip to Guatemala - plan on arriving in Guatemala City by Sunday, January 3rd before 6pm for our Welcome dinner and our work will wrap up on Friday, January 15th by 2pm</i>		
Class 4	Upon Return	Final Written Project Due 2/20 Peer Evaluations Due 2/20

¹ Additional readings may be added to increase understanding/context of doing business in Guatemala and our Partner Organization –SolCom.

About the Professor:

Dr. Jill Kickul, Ph.D.

Director, NYU Stern Program in Social Entrepreneurship
 Clinical Professor, NYU Stern School of Business, Berkley Center for
 Entrepreneurship and Innovation, Business and Society Program Area

Jill R. Kickul joined New York University Stern School of Business as the Director of their social entrepreneurship program in July 2008. She teaches courses in entrepreneurship and social entrepreneurship and is the Faculty Chair and Academic Advisor for the 30-course MBA specialization in Social Innovation and Impact. Prior to joining NYU Stern, Professor Kickul was the Richard A. Forsythe Chair in Entrepreneurship in the Thomas C. Page Center for Entrepreneurship at Miami University, Ohio, and a professor in the management department in the University's Farmer School of Business. Prior to joining the Miami University faculty, she was the Elizabeth J. McCandless Professor in Entrepreneurship at the Simmons School of Management in Boston.

Professor Kickul's primary research areas of interest include innovation and strategic processes within new ventures, micro-financing practices and wealth creation in transitioning economies, and social entrepreneurship. She is the author/co-author of numerous books including: **Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World**, **Patterns in Social Entrepreneurship Research**, **Social Entrepreneurship** (Two volume meta-review of field), **Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention**, and **Handbook of Microcredit in Europe: Social Inclusion Through Microenterprise Development**.

She has published more than 100 publications in entrepreneurship and management journals, including: *Academy of Management Learning and Education*, *Entrepreneurship Theory and Practice*, *Small Business Economics*, *Entrepreneurship Research Journal*, *Journal of Management*, *Journal of Operations Management*, *Journal of Small Business Management*, *Journal of Organizational Behavior*, *Frontiers of Entrepreneurship Research*, *International Journal of Entrepreneurship and Innovation*, *International Small Business*, *International Journal of Cross-Cultural Management*, *California Management Review*, and *Journal of Business Ethics*. She currently is the Executive Vice-President of Entrepreneurship Research Society, Editor of SSRN Social Entrepreneurship Journal (sponsored by Kauffman Foundation) and board member of the European Microfinance Network, Foundation for Social Change, ChangeCorp, Rising Tide Initiative, and Faculty Affiliate in the Center for Gender and Organizations.

Professor Kickul has taught entrepreneurship and social entrepreneurship internationally for the Helsinki School of Economics, International Bank of Asia, Hong Kong MBA Program, and delivered research seminars at the Stockholm School of Economics, INSEAD, EM Lyon School of Business, Aarhus Center for Organizational Renewal and Evolution (CORE), Central European University, University of Stavanger, Massey University, and the Jonkoping International Business School. Her work on entrepreneurship education development and curriculum design has been nationally recognized and supported through the National Science Foundation (NSF), Coleman Foundation Entrepreneurship Excellence in Teaching Colleges Grant and was named by Fortune Small Business as one of the Top 10 Innovative Programs in Entrepreneurship Education.

**APPLICATION
FOR GSIS (GLOBAL SOCIAL IMPACT STRATEGIES) COURSE – GUATEMALA
JANUARY 3-15TH, 2016**

Email to: jkickul@stern.nyu.edu

Brief Overview: NYU Stern is set to launch its 7th **Global Social Impact Strategies (GSIS)** - Guatemala, to begin in the fall semester of 2015. GSIS is intended to provide a socially relevant academic experience that combines classroom curriculum with hands-on learning in an international setting. The course is designed to help students gain in-depth insights into economic and social value creation in the developing world. Through case studies, lectures and classroom dialogue, students will learn to think strategically and act opportunistically with a socially-conscious business mindset.

Through an innovative partnership with a firm (SolCom) located in Guatemala, NYU students will have the opportunity to apply their classroom learnings to real-world issues by conducting fieldwork abroad. Students will gain exposure to the firm's innovative model for addressing issues of global poverty, as well as to a thoroughly-vetted international social enterprise that is making tangible and potentially scalable progress in serving the world's poorest populations. Student teams will work with the firm to deliver on discrete projects designed to meet existing needs. In addition, project deliverables will facilitate the sharing of knowledge and best practices within the sector.

Because our class is capped at 20 students, we are asking all interested students to formally apply. Selection for the class will be based on your overall interest, motivation, experience, and background in business and/or the social sector. Please complete the following questions and submit electronically to Jill Kickul, jkickul@stern.nyu.edu by June 1st, 2015.

APPLICATION FOR ISIS COURSE

1. Name:
2. Email:
3. NYU School (e.g., Stern, Wagner, Law, etc):
4. Please describe your main interest/motivation in taking the GSIS course. Max 200 words.
5. Please describe your previous background and experience in the business and/or social sector that you would bring to the classroom and fieldwork with a social enterprise. Max 300 words.
6. Please describe what you hope to gain in taking such a course (i.e., what key learnings and career-related perspectives would you like to have achieved at the end of the course?). Max 300 words.
7. Overall, why should you be selected to participate in this course? Max 200 words.

8. Field work in Guatemala is a required part of this course. If admitted, are you sure you can make the time-commitment for field work during Jan 3-15, 2016?

Send the above along with a **one-page resume**. Email to: jkickul@stern.nyu.edu by June 1st, 2015