

# **Social Problem-based Entrepreneurship**

## **Application**

### **Spring 2017**

**E-mail to:**

[htaparia@stern.nyu.edu](mailto:htaparia@stern.nyu.edu)

**Course Number:**

BSPA-GB.3337.30

**Due:** November 2, 2016

**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” field work with classroom brainstorming and theory, teams will identify real-world social 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 problem, determine opportunities in an Indian or global context, generate ideas, create prototypes, develop 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](mailto:htaparia@stern.nyu.edu)

# Social Problem-Based Entrepreneurship

NYU Stern School of Business

Syllabus, Spring 2017

## **Professor Hans Taparia**

New York University Stern School of Business

E-mail: [htaparia@stern.nyu.edu](mailto:htaparia@stern.nyu.edu)

## **Course Number:**

BSPA-GB.2306

## **Date/Time:**

To be determined

## **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.
- Coyne, Kevin. *Enduring Ideas: The GE-McKinsey Nine-box Matrix*. (Watch Interactive Video at: [http://www.mckinsey.com/insights/strategy/enduring\\_ideas\\_the\\_ge\\_and\\_mckinsey\\_nine-box\\_matrix](http://www.mckinsey.com/insights/strategy/enduring_ideas_the_ge_and_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.
- 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>
- *Strategy: A Primer* from *Harvard Business Essentials: Manager's Toolkit* (February 18, 2004). Harvard Business School Press.

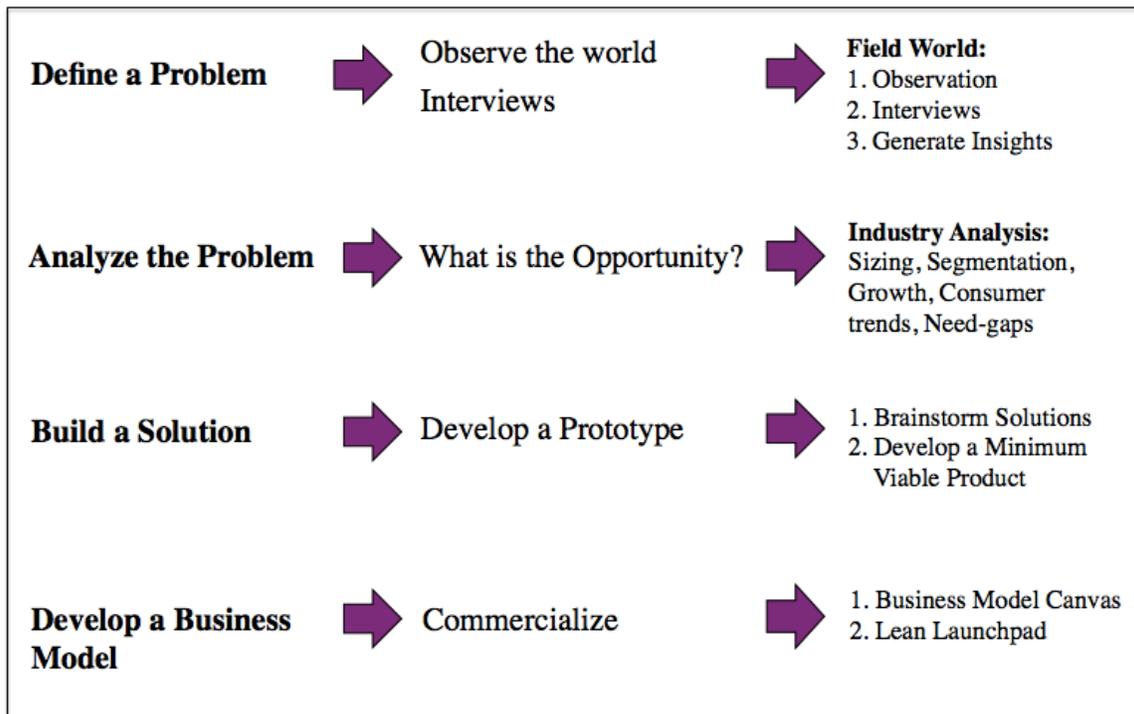
- Guclu, Ayse; Dees, J. Gregory and Anderson, Beth Battle. *The Process of Social Entrepreneurship: Creating Opportunities Worthy of Serious Pursuit* (2002). Duke University, Fuqua School of Business.
- Colby, Susan; Stone, Nan and Cartarr, Paul. *Zeroing in on Impact* (Fall 2004). Stanford Social Innovation Review.
- Dees, J. Gregory. *The Meaning of Social Entrepreneurship* (2001).
- Kelley, T., Kelly, D. *Reclaim Your Creative Confidence* (December 2012). Harvard Business Review.

**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 2-week trip to India in January, where students conduct a “deep-dive” on a social sector problem of their interest, and 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. Tandon School of Engineering, 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.

The trip to India is meant to provide students with a “laboratory,” where they can observe social sector problems first hand, and interview users, experts, regulators, and others to define a problem of interest. The trip, coupled with classroom time for brainstorming, prototyping, industry analysis, business modeling and strategy development, form the foundation of the course. The premise is that through fieldwork, customer interactions, iterative design, and industry immersion and networking, the foundations of a start-up can be built much more naturally. Chart 1 below outlines this course flow.

Chart 1.



## **Course Philosophy**

At universities 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 (such as public health, in this case), this is perhaps even more pronounced.

Having said that, for those who see themselves as entrepreneurial, there are new, powerful tools in the world of entrepreneurship pedagogy such as Design Thinking and the Lean Launchpad that can be applied to startups, potentially reducing startup costs and improving success rates. This class will draw from these tools.

## **Course Objectives**

- To provide students already predisposed toward entrepreneurship with the concepts, frameworks and models to systematically incubate innovative social enterprises that are both sustainable and high impact.
- To gain access to domain-specific resources including key industry participants, industry experts and research partners, in order to identify need-gaps and create working products and solutions.

## **Course Deliverables**

### *Problem Identification*

In the first part of the course, student teams will employ methods from Design Thinking to observe social sector problems in India, interview users and experts, and generate insights. They will use this primary data to define a problem they would like to solve, utilizing business as a tool.

### *Industry Structure Analysis and Opportunity Definition*

Once a problem has been identified, teams will be tasked with analyzing the domain in which it sits. This entails conducting market segmentation, sizing, understanding consumer trends, growth rates, profitability, the competitive landscape and more. The purpose of this is to identify the specific consumer “need-gaps,” or unfulfilled consumer needs in the market place, which translates into the opportunity for the business.

### *Prototype Development*

The next step will be for the teams to build or develop a product/service offering that fulfills the identified need-gaps. As part of this class, teams are expected to create a prototype. For prototyping, Design Thinking tools will be employed again.

### *Business Model Development*

Teams will also need to develop the business model for their product/service. For this, the Lean Launchpad approach will be employed.

### *Final Project Presentations*

At the end of the class, each team will need to present their Business Concept Presentations. They will need to provide a detailed overview of the problem, 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 in the field, how active were you in setting up meetings, and in participating and extracting data in those meetings?
- While in the field, 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.

## **About the Instructor**

Hans Taparia is a co-founder 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 ready-to-eat food sold in North America, available at most supermarket chains across the country. *Tasty Bite* products include a range of over 50 Ready-to-Eat Indian and Asian entrées, meals, noodles, sauces and organic rice products. After building the business for over twenty years, a majority stake in Preferred Brands International was sold to Kagome, one of Japan's largest food companies, for \$125 million.

PBI's manufacturing arm in India, Tasty Bite Eatables Ltd. (TBEL), is a state-of-the art integrated food factory with a 23 acre organic 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. Tejas today employs over 700 people and has also been a winner of numerous accolades including the *Red Herring* 100 Global Award Winner in 2007 and the Deloitte and Touche Fast 500 Asia award 4 years in a row. Hans has a Bachelors of Science degree from the Massachusetts Institute of Technology and has been a Professor at the NYU Stern School of Business since 2011.

## Course Schedule

Date	Module	Readings
Lecture 1 (late November 2016)	<ul style="list-style-type: none"> <li>• India Overview;</li> <li>• Logistics Review;</li> <li>• Design Thinking Introduction – Observations and Insights</li> <li>• Team Formation Session</li> </ul>	
January 3 – 16, 2017	2 week trip to India: <ul style="list-style-type: none"> <li>• Observations and Insights</li> <li>• Meetings with other institutions, experts, users in your domain of focus.</li> </ul>	Reading: <ul style="list-style-type: none"> <li>• Select readings based on the domain and social problem your team identifies.</li> </ul>
Lecture 2	Overview on Social Entrepreneurship; Team Presentations on Observations and Interviews	<ul style="list-style-type: none"> <li>• <i>The Meaning of Social Entrepreneurship</i></li> <li>• <i>The Process of Social Entrepreneurship: Creating Opportunities Worthy of Serious Pursuit</i></li> </ul>
Lecture 3	Design Thinking: Observation, Insights and Problem Definition	<ul style="list-style-type: none"> <li>• <i>Reclaim Your Creative Confidence</i></li> </ul>
Lecture 4	Design Thinking: Insights and Problem Definition Brainstorm	Field Work – Observations and Interviews
Lecture 5	Industry Analysis, Need-gap Analysis & Opportunity Mapping Model	Readings: <ul style="list-style-type: none"> <li>• McKinsey/GE Matrix Nine Box Matrix</li> <li>• Select readings based on the domain and problem your team identifies.</li> </ul>
Lecture 6	Team Presentations on Problem Definition, Industry Analysis and Opportunity	<b>Assignments Due:</b> (1) <i>Problem Definition</i> , (2) <i>Industry Analysis and Opportunity Mapping</i>
Lecture 7	Product Development - Minimum Viable Product	Field Work: <ul style="list-style-type: none"> <li>• Prospective Customer meetings</li> </ul> Readings: <i>The Lean Start-Up</i>
Lecture 8	Design Thinking: Prototyping Brainstorm	
Lecture 9	Introduction to the Lean	<ul style="list-style-type: none"> <li>• <i>Why the Lean Startup</i></li> </ul>

	Launchpad	<i>Changes Everything, Harvard Business Review</i>
Lecture 10	Business Model Canvass	Field Work: <ul style="list-style-type: none"> <li>• Prospective Customer meetings</li> </ul> Readings: <ul style="list-style-type: none"> <li>• <i>Note on Business Model Analysis for the Entrepreneur</i></li> </ul> <b>Assignment Due:</b> <i>Minimum Viable Product</i>
Lecture 11	Strategy for the Entrepreneur	Reading: <ul style="list-style-type: none"> <li>• <i>Strategy: A Primer</i></li> <li>• <i>Zeroing in on Impact</i></li> </ul>
Lecture 12	Business Concept Presentations	<b>Assignment Due:</b> <i>Final Business Concept Presentations</i>
Lecture 13	Business Concept Presentations II	<b>Assignment Due:</b> <i>Final Business Concept Presentations</i>

**Breakdown of Course Requirements:**

<b>Module</b>	<b>% of Total Grade</b>
Problem Definition	20%
Industry Analysis and Opportunity Mapping	20%
Minimum Viable Product	20%
Final Presentations	40%
Total	100%