Advanced Social Entrepreneurs
P11.0066/C70.0066
New York University
Robert F. Wagner Graduate School of Public Service
Leonard N. Stern School of Business
Spring 2011

Tuesdays: 11:00am – 1:45pm
194 Mercer room 307
Office Hours: Schedule as needed

COURSE DESCRIPTION:

This is an advanced seminar for students who have taken the introductory course on social entrepreneurship, or have focused on similar coursework in past study. Each student will be responsible for developing an original blueprint for social innovation: a creative proposal for solving a societal problem by becoming an active participant in a project approved by the Professor and the TA team. There will multiple class projects, students can choose which project they are interested in, although team assignments are not guaranteed by preferences. Teams will be assembled based on the need to balance the team base on the variety of skills of each student, and team needs. If a student has a social entrepreneurship project already developed and activated, they will have the support to do their own project, in addition to being an accountability member of an existing team. Students will be evaluated not only by their Professor and TA’s but by their team members on their active participation and engagement. Over the course of the term, students are expected to turn their blueprint into a reality.

To help students do so, the coursework will focus on the skill building necessary to complete the projects. Students will also find support in the instructor, teaching assistant, and their fellow classmates, as well as financial support in the form of seed money, provided by a generous donor, who has “adopted the class,” for project completion. Guest lecturers who have particular experience and expertise on the weekly topic will be presenting at various points throughout the term.

CONTACT INFORMATION:
Professor –
Ellen McGrath, PhD: mcgrathdr@me.com

Teaching Assistants –
Jordann Wine: jordannwine@gmail.com
Jim Ermillio: jfe225@nyu.edu
Dr. McGrath, a clinical psychologist currently practicing in New York City, is consistently rated as one of America’s “outstanding” psychologists. Author of three books on stress and depression management, Dr. McGrath is the only Senior Media Consultant to the American Psychological Association. She was the psychology expert on ABC’s “Good Morning America” for two years, and continues to appear on ABC News, 20/20, and other national media. She is a past President of both the Media Psychology Division and the Division of Psychotherapy of the American Psychological Association, and an APA Council Representative.

Listed by three magazines as one of the top therapists in the country, Dr. McGrath was honored again in 2001 as the Outstanding Psychologist of the Year by the Psychotherapy Division of the American Psychological Association. In 1995, she was chosen “Business Woman of the Month” by Orange Coast Magazine. She was selected to be the retreat leader for the Women’s Young President Organization (YPO), a group of female company presidents and CEOs who are interested in successful coaching strategies.

With over twenty-five years of experience, Dr. McGrath also works as a coach and consultant for a number of Fortune 500 companies and their executives, as well as family owned businesses and individual executives. She has assisted executives in screening key prospective employees for hidden psychological problems, and has helped executives and executive teams to achieve their potentials. She is the President and Founder of the educational and training center, Bridge Coaching Institute, and has led numerous trainings for various profit and not-for-profit organizations, both nationally and internationally.

Dr. McGrath spent twelve years on the faculty at the University of California Irvine Medical School, in addition to four years at the University of Rochester School of Medicine. Currently, she teaches as an adjunct professor at New York University, dually appointed in the Wagner School of Public Service and the Stern School of Business. She teaches three courses on social entrepreneurship: an introductory course, an advanced course to support students starting social ventures, and a field study course offered on-site in various locations abroad. In these classes, she works with gifted young leaders to explore innovative models for creating positive social change in the world. She has found the coaching skills to be particularly useful to her students, as an empowerment tool to both give them confidence in themselves and help them create the change that they envision. Her Advanced class, taught in the spring of 2009, was rated #1 by the students and received feedback such as, "This class changed my life!," and "This class is the best at NYU!" Her new book, CORE 4; The 4 Essential Skills to Transform Your World, Inside and Out, is used as one of the textbooks for the classes.

Dr. McGrath is an inspiring presenter and teacher who is able to genuinely connect with her audience, while making her classes and workshops fun! A mother of two now-grown sons, Dr. McGrath combines a warm, motherly energy with the knowledge and wisdom of 30 years of experience to bring out the best in all of her clients and students.
REQUIRED TEXTS:

McGrath, Ellen. (2011). Core 4 for Business: Beyond Emotional Intelligence
(Not available in the bookstore. Will be available the 2nd week of class at New University Copy Center)
Advanced Social Entrepreneurship Course Reader (see Reader Table of Contents for Citations)
(Both Available at New University Copiers – 11 Waverly Place)

TENTATIVE COURSE SCHEDULE:

Class 1   Social entrepreneurs, innovators, and creative new strategies for social change
Jan 25

Currently the field of social change is being revolutionized. There are thousands of innovators and social entrepreneurs who are inventing creative new approaches to social change that are going far beyond the traditional strategies of protests, petitions, rallies, and lobbying efforts. Today we will examine several case studies of how people are coming up with innovative projects to eliminate poverty, create environmental sustainability, cure diseases, and solve many other pressing problems. Where do these social entrepreneurs come from? How do they develop their passion for changing the world? Where do they get their motivation? Can anyone become a social entrepreneur, innovator, or visionary? We will also examine these important questions, as they relate to the students in this class. We begin to explore the students’ own strengths, talents, experiences, and interests; these questions will lead students to develop their blueprints for social transformation over the next several weeks.

Today’s introduction to the class will also include an overview of the term, expectations for the course, and an exercise for students to get to know one another. Students should also begin thinking very concretely about their own visions for social change and we will discuss expectations for the 30 second elevator pitch, to be given in next week’s class.

Readings: Course Reader, Section for Class 2
Homework: Connect with your new team and begin discussing ideas & roles
Begin research on the problem that your venture will address Outside of Class Assignment 1 (Due Class 2)

Class 2   Visioning & Needs Assessment
Feb 1

One of the most important skills for social innovators and entrepreneurs is to articulate a clear, compelling vision of a better future. Although many activists are very good at protesting and demonstrating against what they don’t like in society, it is even more important for them to put forth a positive alternative. In today’s class, we examine case studies of social entrepreneurs who have created successful visions for dealing with problems of drugs, crime, youth violence, and poverty. We will also discuss strategies for doing a needs-assessment in order to determine what types of social change ventures will be helpful and effective.

In class, students will give their 30-second elevator pitch, highlighting their vision for a social venture and/or their individual skill sets and abilities that they can contribute to a project team. The goal of this class is to identify specific social ventures that the class will adopt and to divide
into project teams based on interests and skill sets.

Readings:  Course Reader, Section for Class 3
          Ch 1. Core Four Business (due Class 3)

Homework:  Assignment 1

Class 3  Research & Objectives
Feb 8

Great social entrepreneurs need to learn how to do excellent research. They want to explore who else in the field is trying to solve the problem. Who are the visionaries and innovators who have come up with the best ideas for social transformation already? What are the best organizations and ideas in the field? Why haven’t these other solutions been completely successful? How can social entrepreneurs improve upon them? In Part 1 of today’s class, we explore all these questions, and guide the students through a workshop on developing the most effective research strategies.

As social entrepreneurs create proposals for trying to change the world, they need to figure out specific, quantifiable objectives. What are the outcomes that they want to see? This is not just about how many people they serve. After all, a school could serve 10,000 students but offer a terrible education! How do they know that they are really making a difference?

In part two of today’s class, students will work in their new project teams to begin articulating concrete objectives for student projects (See Assignment #2).

Readings:  Course Reader, Section for Class 4

Homework:  Begin working on Assignment #2 (due 2/22/10)

Class 4  Methods and Budget & Funding
Feb 15

The key to any social venture is the action plan. Once social entrepreneurs have figured out their specific objectives, they need to figure out how they will achieve them. They need a timeline and a list of activities. It may sound simple, but there are many challenges and pitfalls on the path. Students should hopefully already be thinking about some of these steps, but today we will work to more clearly define them.

A very key piece to this action plan is the budget. According to social movement theory, groups will be most successful in creating social change to the degree that they can mobilize resources. Yet most nonprofits, social activists, and community advocates have historically lacked sufficient funds to promote their agendas fully. Now a new generation of scholars and practitioners are creating innovative methods for generating funds, from Bill Shore’s “community wealth ventures” to Jed Emerson’s “blended value” model.

Today we will review several of these emerging models in detail. We will explore how social entrepreneurs, innovators, visionaries, and problem solvers find the money to fund their organizational projects. We will discuss the seed funding that students have the opportunity to receive, thanks to our generous donor, Ira W. Miller, and the requirements for receiving this
funding, as well as being accountable for its use.

Readings: Course Reader, Section for Class 5

Homework: Assignment #2 (due next week!)
Begin Assignment #3 with team

Class 5  Measurement of Results & Accountability for Fund Utilization
Feb 22

Many scholars have recently begun to question the effectiveness of traditional social change organizations. While many of these groups have relied on anecdotal evidence to prove their claims of efficacy, there is a new demand for accountability: more rigorous standards for measuring and assessing the results of nonprofit and social change strategies. Today we look at the latest theories and practices for creating accurate feedback systems.

Readings: CORE 4 (review all)

Homework: Assignment #3 (due next week!)
Begin looking at Assignments #4 and #5

Class 6  Project Support & Progress Assessment
Mar 1

Today’s class will also be used as a workshop for checking in with students on where they are on their projects, assessing team and individual deliverables for the semester as stated in Assignment #2. We will look to exchange and share resources and address any challenges that have come up so far.

Readings: Course Reader, Section for Class 7

Homework: Assignment #4 (Due 3/22/11)

Class 7  Teams & Team Development, Networking & Strategic Partnerships
Mar 8

Today we discuss how social entrepreneurs put together effective teams. No social movement can succeed behind the efforts of just a single person. They need to have effective boards of directors, advisors, mentors, and collaborators. Today we explore how social entrepreneurs create these alliances and networks that help their cause succeed. We will focus specifically on students in the class who have chosen to work as teams to accomplish a project this term, providing them support on working to identify roles and responsibilities within the team.

Readings: Course Reader, Section for Classes 8/9

Homework: Assignment #4 (due next week)
Class 8  Individual Challenges & Removing Obstacles to Success, Part 1 Funding Distribution

If student budget reports have been approved, they will receive funding award today for their semester deliverable. Students are reminded to keep track of all records and receipts of how money is spent for their final spending report.

In this class, we discuss challenges that social entrepreneurs face. Any movement for social change is inevitably going to face obstacles, setbacks, and failures. Campaigns for social justice and innovation often take years or decades. A crucial issue for social change advocates, therefore, is how to respond effectively to failure, and how to overcome barriers to progress. Today’s class will look at these types of issues and any specific challenges that students are facing.

Readings: Review CORE 4
Homework: Continue work on Assignment #5 (Due 5/3/11)

Class 9  Individual Challenges & Removing Obstacles to Success, Part 2
Mar 29

Today we continue looking at challenges that social entrepreneurs and students may be facing, including money management issues, burnout, general management issues, team conflict, effective delegation of tasks, etc.

Readings: Course Reader, Section for Class 10
Homework: Continue work on Assignment #5

Class 10  Societal Challenges for Social Entrepreneurs
Apr 5

Social injustices can create huge divisions between people and communities, and may also create many challenges for people working to address these injustices. This week we look at some of the complexities of changing social injustices built along lines of difference, as well as transformative approaches to solving problems of racism, sexism, and other forms of prejudice. We will practice applying connector skills to improve communication, collaboration, and understanding across lines of difference.

Reading: Course Reader, Section for Class 11
Homework: Continue work on Assignment #5

Class 11  Workshop for Supporting Project Completion
Apr 12

Today we will work to support each student in getting what they need for project completion for this stage of their project. (It is our hope that students will be able to continue their work after the term is over, moving on to another stage of development.) We will also discuss expectations for final project presentations and reports, and draw numbers to determine the order for
Class 12  **Workshop for Supporting Project Completion**  
Apr 19

We continue working to support students on their projects, so that they can feel proud of their progress made over the course of the term and feel a confident sense of direction for moving forward on their own after the term ends. Skills practice includes time/stress management, doable goals, asking for help, identifying resources for project completion, fears of failure/success, marketing strategies.

Homework:  Assignment #5  
Prepare for final presentations

Class 13  **Project Presentations**  
Apr 26

Today the students make their final presentations. Each student will have 10 minutes to present and will be given 5 minutes of feedback from the class. A detailed description of the expectations for the final presentations and reports is provided below, beneath class requirements.

Homework:  Assignment #5 (due next week!)  
Prepare for final presentations

Class 14  **Project Presentations, Conclusions & Future Directions**  
May 3

Today we finish with student presentations and wrap up the class. All parts of the Culminating Assignment are due.

SPECIAL EVENT – END-OF-TERM CELEBRATION PARTY!!! Date to be determined. Dr. McGrath will host a BBQ to celebrate our accomplishments of the term. The party will be held at her brownstone in Brooklyn.

**CLASS REQUIREMENTS**

1. **Class Participation (see grading scale attached)**

The success of this course depends on the active, enthusiastic participation of each student. Students ought to display great initiative, motivation, and a passion for learning. It is essential that students be here every day, especially because we only meet only 14 times throughout the spring semester. It’s also imperative that you come to class on time and come to class prepared. Please do the assigned readings before class (as listed for that
day’s class period) and work consistently on your project. In order to have the greatest chance of successfully influencing other people and changing the world, you need to be professional!

2. Accountability/Coaching with TA

Students will work with directly with TA’s throughout the semester. Students are encouraged to go to them for any support they might need on their projects. This partnership is meant to help encourage students to excel and will challenge them to be accountable to their classmates and to themselves for both the time spent developing projects in class and the time used developing your social change projects outside the classroom. Working with an Accountability Partner can help you achieve dramatic results in personal and social change, in a supportive “win-win” atmosphere. You may also select an Accountability Partner within your team to increase support and accountability.

3. Assignments

The homework assignments listed throughout the syllabus (see attached for more detail) are meant to help students develop and strengthen their social change projects. Though students will be developing their ventures with the support of their team, each student should complete the assignments individually (with the exception of Assignment #3) and turn them in by the deadline for each.

4. Social Change Projects

The support of this class and the seed money generously donated have provided the opportunity for students interested in social change to actually start their own social change initiative. Over the course of the term, you will identify a vision, convert your vision into more concrete objectives, develop an action plan (including specific activities, timeline, and budget) to initiate your organization, and take the steps to get your project up and running. Real and lasting change efforts can obviously take years to realize, but the goal of this course is to support you in accomplishing the first phase of a project of your choosing, producing a deliverable that you will define in Assignment #2, and encourage you to continue to grow and evolve your project and other social change work after this class is over. Your project can be creative and take any form that will make a positive contribution to the community and the world. It can also be on any scale, from local to global. You can work together on a project with a small team in the class, although the assignments should be completed individually.

5. Final Assignment (#5) and Presentation

At semester’s end, students will submit the following as their “final project”:

2. In-class Presentation: (WILL TAKE PLACE EITHER 4/26/11 OR 5/3/11) Teams need to prepare to present on their ventures and the progress that they made over the course of the term (including an evaluation of the outcome of the team deliverable) for NO MORE THAN 10 minutes. You may (but do not have to) use PowerPoint for your
presentations. Each member of the team is expected to play an equal role in the presentation, though you may decide how to best divide it. We will draw numbers to determine the order in which groups will present and will spend 5 minutes giving feedback after each presentation.

a. 1 Page Project Flyer: (DUE AT TIME OF PRESENTATION) You need to prepare a 1 page summary sheet with information about your project, including a description of the organization with its name, contact info, an update on your progress on the project, any upcoming events associated with your organization, any big accomplishments over the term, etc. Feel free to be creative with this sheet, using graphics/logos/photos or anything else you have developed for your project/organization. Please make enough copies of this summary sheet to pass out during your presentation. You may also provide any other print media that you developed over the term to help show your progress and/or strategy for growth. (1 per team is sufficient)

3. Final Team Spending Report: (DUE 5/3/11) Each team should submit a spending report, which can be as long as necessary. We ask that you account for all of the funding that you received and spent on your project with both a spreadsheet (detailing the expenses) and copies of receipts.
**GRADING POLICIES**

Because this is a project-based class, your grade will be determined primarily by the effort you put into getting the most out of class time (see the participation grading scale below) and the effort and progress you show on your social change projects in and outside of class. The reading is to support this change process and will greatly enhance your learning experience, but you are not expected to memorize every detail of the texts. For this reason, there are no tests in this class. Homework assignments, however, are meant to enhance and strengthen your project development, therefore the grade breakdown is as follows:

- **Attendance and participation:** 25 percent
- **Assignment #1:** 10 percent
- **Assignment #2:** 20 percent
- **Assignment #3:** 10 percent
- **Assignment #4:** 10 percent
- **Assignment #5 & Final Presentation:** 25 percent

We will not accept late work.

**PARTICIPATION GRADING CRITERIA**

Participation grading scale:

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**A** - You are an outstanding, invaluable contributor to class discussions. The class would be considerably poorer without your presence. You speak often, engage your fellow students, and always offer intelligent, thoughtful opinions. Your level of energy and enthusiasm is very high. You are passionate about learning and come to class with an open mind to new ideas; you always show great motivation and interest. You complete all the assignments, and you do an excellent, thorough job on each one. You come to every class session and you are always on time. You know the names of all of your fellow students and empower other people to do their best. You care about your classmates and how they are doing in class.

**B** - You are an active participant in class discussions. You seem to be showing a great deal of interest, even if you are a naturally quiet person. You are a very active listener, and you appear to respect the opinions of your fellow students. You often contribute many intelligent ideas to the class discussions. You complete all the class assignments, and it appears that you put a great deal of thought and effort into them. You go beyond what is required of you. You are absent or late to no more than 2 classes. You know at least 80 percent of your classmates’ names.

**C** - You have an acceptable level of class participation. You occasionally participate in a class discussion, although not very much. If you are a naturally quiet person, you at least seem to be paying attention and showing interest. You complete all the assignments and you do what is required of you. You are absent or late to no more than 4 classes. You
know at least 67 percent of your classmates’ names.

**D** - You are physically present in class, but your mind seems to be somewhere else. You do not seem to pay attention (or even to disguise your boredom). You rarely participate in class discussions. Even when called on to answer a question, you have very little to say. Sometimes you seem to be on the verge of sleeping, or melting into your chair. You complete the assignments, but it appears like you put little time or effort into them. You are late or absent more than 4 times. You know less than 67 percent of your classmates’ names.

**F** - You miss class often. You do not participate at all. You show no interest whatsoever in the subject matter, the readings, or the opinions of your fellow students. You do not complete many of the assignments. Overall, you put no effort into the class. You are absent or late to class more than 7 times. You know less than 50 percent of your classmates’ names.

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**OTHER CLASS RULES:**

Out of respect to the professor, guest lecturers, and your classmates:

1. Cell phones must be turned off and students are strongly encouraged not to use computers in class. If students are unable to take notes by hand, they are allowed to use their computers but it is preferred that any notes be taken by hand so that other features of computer use do not distract students from participating in class discussion.

2. Please arrive on time to the start of class and return from breaks in a timely manner.

**POLICY ON DISABILITIES:**

I encourage students with disabilities, including “invisible” disabilities, to come talk with me after class or during my office hours to discuss appropriate accommodations that might be helpful to them.

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Terms and Limitations:

By enrolling in this class, you agree to all the terms and limitations of the syllabus, which serves as a legally binding contract between the party of the first part (hereinafter referred to as "the professor") and the party of the second part (hereinafter referred to as "the students.") This contract will be in accordance with all federal and state regulations, pursuant to the rules set forth by New York University, and any applicable statutes of the United States or the county of New York, except where the professor decides otherwise. The rules, requirements, and benefits of this contract are subject to change at the end of the first week of classes, or at any other time by the University or other governing authorities, including, but not limited to, the professor and the administrators of the
educational department under which this course is offered. The professor reserves the right to change the terms of the contract at will, and may exercise his personal discretion in revoking all rights of the students without just cause. No person is authorized nor entitled to refute the terms of this contract, nor subject the policies described herein to any form of strict scrutiny or critical questioning.

Assignment #1

Please write up and submit 1-3 pages (total) on the following topics (due Class 2, Feb. 1). We know that all of us are different – where some of us are visionary/big picture people, others of us are detail-oriented/team players. We need ALL types of people to work together to create successful social change. So do not worry if you don’t yet have a specific vision for social change. Use this assignment to elaborate more on your personal skills and strengths that you can contribute to a team working to develop a project that stems from another classmate’s original vision.

VISION

- What social cause or injustice are you most passionate about?
- What is your big, bold vision for social change around that issue?
- Describe the social enterprise you would create to tackle that issue OR describe how you would uniquely like to contribute positively to this issue.

PERSONAL SKILLS

- What are your key strengths and abilities?
- How can you contribute to a team working to make an idea a reality?
- Describe your working style and the role you would play on a team.

GOALS FOR THE CLASS

- What things do you hope to learn from this class?
- What do you hope to accomplish by the end of the semester?

Assignment #2

This more formal report (at least 5 pages) is due in Class 5, Feb. 22nd. Though you should be developing these things with your project teams, everyone must submit their own individual report. The one exception is the budget – each team should develop their budget together in depth and submit one copy in request of funding. In your reports, please address the following in individual sections:
STATEMENT OF NEED

- Why should people care and support your initiative? Tell at least one dramatic and emotionally compelling anecdote that would touch the hearts of your audience, helping them see the human dimension of the situation.
- What is the need you are addressing? Show (using statistics from reputable sources) that you have done some research on the social injustice or cause that you are addressing.
- Why is it compelling and urgent that you start a new initiative?

MISSION STATEMENT

- Now that you have met with your groups and decided on a project, what is your concise mission statement to accomplish your vision for your social enterprise? (This is the mission for your big and bold vision that you are NOT expected to accomplish in one semester.)

ENVIRONMENTAL SCAN

- Based on your research, what have you found to be the most powerful ideas for solving the problem that you have identified? Why do you think these are most effective?
- Who are the most innovative thinkers and visionaries in the world currently working to address this problem? What ideas and insights are they adding to conversation about change?
- What other programs and organizations already exist to address this problem (identify at least 3)? How are they successful and where are they struggling?
- How is your idea different from all of the competing ideas out there? How will your venture be different from other organizations, including those you discussed above?

SEMESTER DELIVERABLE STATEMENTS

- State the deliverable that your TEAM intends to produce by the end of semester. (This is the realistic and achievable goal that will serve as a building block for moving towards your venture’s vision.)
- State the deliverable that YOU intend to produce by the end of the semester. (What is your role in the group and what portion of the team goal will you work towards?)

GROUP ROLES AND EXPECTATIONS

- Describe the dynamics of your project team and how you have decided to work together. Who is taking on what roles?
- What are the expectations for each member of the team? Are there specific assignments for each member and deadlines associated with those assignments?
Assignment #3

You and your team should work together to develop a budget specifically for your development plan for this semester. Though your budget can be simple, you should be as specific as possible and you should show that you have done research to estimate individual costs. The budget, which is due in Class 6, Mar 1st will be evaluated by the professor and teaching assistants and your team will be awarded a certain amount of funds, based on the needs of other teams and your team’s justification of expenses. Please submit a spreadsheet like the sample budget below. Students are also encouraged to incorporate unique fundraising approached such as Kickstarter and ProFounder.

Budget for Research Grant Funding Proposal

[This example budget was developed by Elizabeth for her thesis research at Dartmouth and was expected from her by grant committees for funding requests. For our purposes, you can see the format she used, citing specific costs, how she determined the costs, and justifications for each expense. This project involves more expenses than a typical individual budget in Advanced Social Entrepreneurship, but may be a good example for a team budget.]

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>$360</td>
<td>Estimate 4 round-trip visits to NYC to conduct interviews on weekends (3-4 interviews per trip for a total of about 15 interviews); $90 for round-trip ticket on Amtrak. Traveling to NYC is an important piece of the study; it will enable me to conduct interviews from a more diverse sample of women than I would probably be able to find in the Upper Valley and I already have crucial connections to a number of potential participants.</td>
</tr>
<tr>
<td>Transcriptions</td>
<td>$2,025</td>
<td>About 15 interviews of up to 90 minutes in length. Transcribed by escriptionist.com for $1.50 per minute. This is also a key piece of the project; in order to thoroughly analyze the interviews, I will need to transcribe them so that I am not relying on memory to analyze them and so that I am not using valuable research time attempting to transcribe them myself.</td>
</tr>
<tr>
<td>Photo-copying and printing</td>
<td>$30</td>
<td>Printing of transcribed interviews for analysis</td>
</tr>
<tr>
<td>Printing and Binding of final thesis</td>
<td>$200</td>
<td>Cost for printing and binding of final thesis, numerous copies needed to be given to WGST dept advisor, and others; Estimate based on advice from friends who have completed theses in the past.</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>$2,615</td>
<td></td>
</tr>
</tbody>
</table>
Assignment #4

For your broader project development, it is important to think about longer-term budgeting needs and how to go about securing funding, as well as a team development and networking strategy for creating allies and strategic partnerships. You will also, undoubtedly, face some obstacles and challenges in your project development and may already be struggling with some. Discuss your team’s strategies around these issues, according to the sections below. You should EACH submit this assignment, which is due in Class 8, Mar. 22nd.

VENTURE BUDGET NEEDS

- Discuss the budgetary needs of the broader vision for your venture (over the next couple of years, as opposed to just this semester). What kinds of expenses would you have?
- What is your income strategy (i.e. an earned/for-profit model, donation receiving not-for-profit model, etc.)?
- How could your organization continue to operate if you do not raise the necessary funds?

FUNDRAISING STRATEGY

- What is your strategy for finding additional start-up funds?
- List at least 3 specific sources (individuals, foundations, corporations, government grants, etc.) that you could approach to try to raise money. How would you approach these sources?

TEAM DEVELOPMENT

- What people (or types of people, according to their role and skill-sets) do you need to be directly involved in your venture in order for it to function successfully?
- Who could serve as your greatest champions for your enterprise (i.e. top supporters, collaborators, allies, mentors)?
- Who could you approach to be advisors or potential board members to your organization and what skills/expertise/networks would they bring to the table?

NETWORKING STRATEGY

- Describe the strategy you would use to recruit supporters for your organization and keep them engaged in your work.
- Describe a strategy for connecting to the people that you see as great potential mentors/allies, but do not know directly.

FACING OBSTACLES

- Describe some of the challenges that you and your team have faced this semester in developing your social venture. How have you dealt with these challenges?
- Describe some of the bigger challenges that you anticipate facing down the road and...
discuss some strategies (especially using CORE 4) you could use to overcome them.

Assignment #5

This final assignment, due in the last class on May 3rd, contains two parts, which should be submitted separately. Part 1 is a reflection of your work this semester and an evaluation of the success of your deliverable and can be written in essay/short answer form. This must be submitted individually. Part 2 is a business plan that you can use to help you move forward with your venture after this class is over. You may reuse some of the materials you already developed this semester for previous assignments, but you should make sure that all of the elements below are addressed and that this part of the assignment is formatted and presented professionally as a business plan. Part 2 can be submitted as a group project.

Part 1: Reflection & Evaluation

REFLECTION

- What was it like developing your venture this semester and working with your team? Describe your challenges, successes, strategies used, etc.
- What were the top three things you learned (either about yourself, working with others, this process, etc.)?

EVALUATION

- What were your original team and individual deliverable goals for the semester? Did you meet your goals?
- What was the impact of your efforts? Were they successful? Can you measure the change you created?
- How would you take what you did and learned this semester to move forward and adjust for the future?

Part 2: Business Plan

EXECUTIVE SUMMARY

VENTURE OVERVIEW
- Venture Description
- Value Proposition (what contribution will your venture make?)
- Current Status of Venture

STATEMENT OF NEED
- Target Population
- Issue Being Addressed
MARKET ANALYSIS
- What makes your organization and ideas unique?
- How will you be successful where others have failed?
- Discuss your research on what is already out there, both from the literature and from talking with others in the field.

PRODUCT/SERVICE OFFERING
- What products and/or services will you offer to your target population? How will you do so?
- What are the benefits and limitations of these products or services?

STRATEGIC PLAN
- What are your goals and objectives?
- What is your project timeline?
- List specific activities you will undertake, in a step-by-step action plan.

FINANCIALS
- Current Funding and Funding Source
- Budget and Financial Projections
- Fundraising Strategy

MEASUREMENT OF RESULTS
- How will you measure your outcomes?
- How will you know if you have succeeded at creating positive change?
- Are there concrete, tangible indicators you could use to show that you have made an impact?

MANAGEMENT AND ORGANIZATION
- Structure and Form
- Founders/Management Team
  - Direct team, including a description of your experience and credibility
- Expert Advisors
- Current and/or Potential Partners
- (Potential) Board of Directors