SOCIAL ENTREPRENEURSHIP INCUBATOR & PRACTICUM

UPADM-GP 267
Mondays: 4:55-7:25pm
Global Center for Academic and Spiritual Life
238 Thompson Street, Room 375

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Robert F. Wagner Graduate School of Public Service
Leonard N. Stern School of Business
Fall 2012
COURSE DESCRIPTION:

This course is designed for upper-class undergraduates who have a social innovation project, entrepreneurial business, or CSR idea to develop or implement. Also welcome to the course are students who would like to learn and practice success skills and employment strategies, and are willing to participate in class teams with other students who have project ideas.

To bring the dynamic world of social innovation fully into the classroom, this course includes: business leadership training, skills to develop a clear social vision and values, viable business-modeling practices and feasible financial projections—i.e. how to create funding opportunities and other profit-making strategies, practice in pitching and promoting their idea, and launching a start-up with social impact. Classes are enhanced with expert guest teachers and speakers, social and professional networking, and how to create further opportunities for employment in the non-for-profit, government, and corporate sectors. The goal for the students is to develop their individual or team project throughout the semester, to cultivate maximum social impact after graduation, to have a résumé builder and critical skills for the process of finding or creating their future jobs.

COURSE LEARNING OBJECTIVES:

1) For students to be as prepared as possible for success after graduation as effective social entrepreneurs, either by developing their own businesses, contributing to corporate social responsibility efforts, helping government develop successful outreach efforts in social entrepreneurship, or working well in the not-for-profit sector.

2) Have students receive enough individual and team coaching in leadership skills, time management, connection and communication skills, and business applications to become maximally effective change makers after graduation. They will end the course with a business plan and innovative experience, making them far stronger in the job market.

3) Build and foster a strong social entrepreneur social network, so students feel supported after graduation, to exercise and continue to develop successful leadership skills and business development with the support of their peers.

4) Promote the knowledge and skills required for students to be lifelong learners, leaders, and change-makers in social entrepreneurship, regardless of their job or place in life.
COURSE ASSIGNMENTS:

1) Class Participation

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) Required Reading

There are four required reading components for this course:

- **CORE 4**: *Just Connect It. The Newest Success Skills for Work and Life in the 21st Century*, by Dr. Ellen McGrath
- **Business Model Generation**: *A Handbook for Visionaries, Game Changers, and Challengers* by Alexander Osterwalder and Yves Pigneur
- **Creating Innovators**: *The Making of Young People Who Will Change the World* by Tony Wagner.
- Additionally, relevant articles will be uploaded on blackboard for each class. Students are expected to be prepare for each class and will be graded on their participation, contribution to discussions, and analysis of readings in written work.

3) Required Materials for Each Class

- CORE 4 text
- A sketchpad, for drawings and other design thinking exercises
- A notebook (no computers allowed, unless special permission)

4) Three Written Assignments

I. **Case Study in Social Innovation**  
   DUE: October 22, 5-10 pages
   Students select one entrepreneur, social entrepreneur, or other innovative member of society to analyze as an exemplary innovator. Describe how various instances of their success and
failure with the CORE 4 skills. How did he/she employ strategies that worked? How could he/she have done things differently to be more successful? Also use at least three other readings from class to thoroughly explain your innovator.

II. Midterm Project Report  
**DUE: November 5, 7-15 pages**

This paper outlines the progress you have made on your projects. This should at least include:

- your project’s mission and vision for social innovation,
- a research report that supports your projects purpose and usefulness,
- your business model canvas,
- team project deadlines and deliverables.

III. Final Paper & Presentations  
**DUE: December 10, 10-20 pages**

The final paper for this course is an Executive Summary of the project and your plan for after graduation. This paper should includes updated versions of all the materials from the Midterm Report, as well as:

- a strategic marketing plan,
- tech applications,
- a PowerPoint or Prezi to be presented to the class and potential funders, and
- color copies of all of your best materials for funding opportunities.

5) Teamwork: *One of the most important skill as a social innovator*

Project teams can be compromised of 2 or more people from inside or outside the class. Learning and practicing successful project completion will require some meetings with your team outside of class and holding accountable to deadlines and deliverables throughout the semester. This grade is determined by self-evaluation, anonymous team member evaluations, and grading by the teaching team.
REQUIRED READINGS:


4. Other relevant articles will be assigned through Blackboard for each class.

Useful Readings and Resources on Innovation & Social Entrepreneurship:
(Starred materials are especially useful)


Dr. McGrath, a clinical psychologist currently practicing in New York City, is consistently rated as one of America’s most “outstanding” psychologists. Author of three books on stress and depression management and four books on executive coaching, 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 APA, and an APA Council Representative.

Listed by three national 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 APA. In 1995, she was chosen “Business Woman of the Month” by Orange Coast Magazine. As a retreat leader for the Women’s Young President Organization, she is also an international speaker and teacher on the newest success skill applications.

With over thirty years of experience, Dr. McGrath also works with a number of Fortune 500 Executives, family-owned businesses, entrepreneurs, and innovators. She is the President and Founder of the educational and training center, Bridge Coaching Institute, and leads numerous trainings for various profit and not-for-profit organizations.

Dr. McGrath spent twelve years on the faculty at the University of California Irvine Medical School, and four years at the University of Rochester School of Medicine. Currently, she teaches as a full time clinical associate professor at New York University in the Wagner Graduate School of Public Service and the Stern School of Business. She teaches four courses on social entrepreneurship: 1) a Fundamentals class for students practice success skills and study the history and trends of social entrepreneurship, 2) an Advanced, and 3) Incubator course to support students on starting their own social impact projects, and 4) a Global course that ravel to Shanghai, China to study international entrepreneurship and innovation. Her classes are consistently 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: Just Connect It., is used as one of the textbooks for all 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 now-grown sons, Dr. McGrath combines a warm, energy with the knowledge and wisdom of 30 years of experience as a social innovator and executive consultant to bring out the best in all of her clients, students, and those around her.
ABOUT THE PROGRAM FOR SOCIAL INNOVATION

The Program for Social Innovation (PSI) includes a number of courses, and several internships to practice skills in the field. Four of the courses can be applied towards the NYU Wagner/Stern Minor in Social Entrepreneurship:

1. Fundamentals of Social Entrepreneurship (Fall, 4 credits)
2. Advanced Social Entrepreneurship (Spring, 4 credits)
3. Global Social Entrepreneurship & Innovation (Spring, 4 credits)
4. Practicum in Social Entrepreneurship: Social Enterprise Incubator (Fall, 4 credits)

All of our courses include an overview of the most relevant social entrepreneurship issues, success skill-building through experiential learning, a focus on action and results, funding for student projects, and opportunities to realize social ventures and business while at NYU and after graduation.

Each year, the PSI also selects and develops several global and US internships of highest interest to our students. This year the internships include:

1) Coaching USA-bound Chinese students at the SE start-up, Succeed Oversees in Qingdao and Shanghai, China;
2) Working at the Amity Circle Tree Ranch to coach and empower distressed families in Tucson, Arizona and developing the first National Social Entrepreneurship Center for Native Americans;
3) Developing a business for affordable solar energy in a student developed and run program called SunGiant in Liberia, Africa.

Students apply for internships and are selected depending on program fit and skills. For more information, please visit www.programforsocialinnovation.org

CONSULTANTS TO THE PROGRAM FOR SOCIAL INNOVATION:

These experts represent a group of guest lectures, angel coaches, funders, and/or accountability partners for students and teams on their projects. They are available for all students as part of the PSI, but in particular for this Incubator course.

1) **Eli Bozeman**
   Title: Solutions Consultant at iRise Softwear Corporation
   Focus: Technology, Entrepreneurship, and Intrapreneurship

2) **Dan Epstein**
   Title: CEO of Resource Pro
   Focus: Global business dynamics in social innovation.
   Case Study: Resource Pro NYC & Qingdao, China
3) **David Grad**  
*Title:* Senior Producer MTV Pro Social On-Air Campaigns, Viacom Media Networks  
*Focus:* Social Media Strategies

4) **Jonathan Mayers**  
*Title:* Counsel at Renaissance Technologies LLC  
*Focus:* Law & Social Innovation Issues

5) **Keith Kleinick**  
*Title:* Settlement Planner and Attorney at Law at Kleinick Law and Creative Capital, Inc.  
*Focus:* Law & Social Innovation Issues

6) **Mindy Lin**  
*Title:* Deloitte Consultant, MBA, Columbia University  
*Focus:* Business Basics

7) **Kojo Parris**  
*Title:* Visiting Fellow from University of Leeds, Center for Entrepreneurship  
*Focus:* Global Social Entrepreneurship and Social Impact in South Africa

8) **Elizabeth Ross-Ronchi**  
*Title:* VP OPEN Loyalty Innovation & Strategic Project Resource Team, American Express  
*Focus:* Marketing Strategies

9) **Nicholas Schorsch**  
*Title:* Chairman & CEO of American Realty Capital, Chairman of the Board of CETI/NYU EC CEO, Vice-Chairman of American Financial Realty Trust, and Entrepreneur of the Year, 2003 and 2011  
*Focus:* The Dynamics of Success and Entrepreneurship

10) **Dr. Harry Wexler**  
*Title:* Adjunct Assistant Professor of Public Policy at NYU, Clinical and Research Psychologist  
*Focus:* Social innovation in the government and the public sector

11) **Joshua Wexler**  
*Title:* Solutions Consultant at iRise Software Corporation  
*Focus:* Technology, Entrepreneurship, and Intrapreneurship

12) **Alejandro Zaballero**  
*Title:* Principal Managing Director of Retail at TPG Architecture  
*Focus:* Principals of Design Thinking
WEEKLY CLASS SCHEDULE

Class 1  
Introduction to Course: Overview of Social Entrepreneurship & Innovation  
Sept. 10

Over the past two years, the field of social business has changed dramatically. In this first class, we explore an overview of the historical development of social entrepreneurship, then discuss the efficacy of working definitions of how it relates to our work. For the rest of the semester, we will be presenting the leading trends in the field and offering the most effective resources out there to develop social innovation projects and businesses. During every class, we will break into small teams to work on each group’s venture. Each student will work on a specific project in mind or already well underway, whether they are individuals or in teams and have a structure and next steps for their social projects by the end of class.

Readings for NEXT class:  
CORE 4 (C4)—Intro, Chapters 1 & 2 (pp. 1-30)  
Creating Innovators—Chapter 1 (pp.1-30)

Assignments for next class:  Take the CORE 4 Challenge online (before reading)  
Brainstorm your project’s mission and vision, & be prepared to give a 2 minute pitch next class!

Class 2  
Pitching the Project for Profit & Social Impact  
Sept. 17

Perhaps the most important skills of the start-up social entrepreneur is to articulate a clear, concise, and compelling vision of how they will create a better future. To do this, we will practice the art of pitching using the various professional models—starting with a 2 minute pitch. During class, students will workshop their venturing messaging into a perfected mission statement, personal vision, branding strategy, objectives for the class, and future goals.

We also begin discussing strategies and skills for team development and project completion. By the end of today’s class, students will be in their projects teams and are encouraged to begin meeting outside of class.

Readings for next class:  
C4—Chapter 3 “Connector” (pp.31-52)  
Business Model Generation (BMG)—Read “Canvas” (pp. 1-55)

Assignments:  Begin mapping out your project on a simplified version of the BMG Canvas. First, divide a sheet of paper into four quadrants and label them as: 1) Customer Segments, 2) Value Proposition, 3) Channels, and 4) Revenue Streams. Use a pen or post-its to fill this out as completely as possible.
Class 3  *Canvasing Your Business Plan*

Sept. 24

The business model canvas is one of the most effective tools in an innovator’s tool belt. It is an immensely creative exercise that brings everyone’s ideas in view to strengthen a venture, whether it is a seasoned business or a plan for the future. Using various canvas models from textbooks and leading businesses, we will spend the class going through various iterations of these canvases, finally having each team present their canvases to the class.

In addition to mapping the venture, the canvas is also a visual “To Do” list of all the pieces that must get done and fall into place to make the system work. Team leaders use this to assign roles, delegate tasks, and create a project timeline of deadlines and deliverable for their team to turn in at the end of class.

**Readings for next class:**  
C4—Chapter 4 “Liner” (pp. 53-70)  
BMG—Read “Patterns” (pp. 56-125)

**Assignments for next class:** Begin putting together a research report of your project: What problems are you solving? How long has it been around? What data do you have to support this need? How is already working in this arena? Start collecting articles and other information that you can use to strengthen your business approaches, pitch, and as evidence in your midterm.

Class 4  *Patterns and Research*

Oct. 1

The benefit of the canvas is that it visually demonstrates every possibility of how the business runs. The downside, is that it remains unclear which possibilities should be pursued in order to succeed. To make the most informed decision, every student will come to class with their Research Reports ready to discuss. In class we discuss patterns, the various and newest patterns of social entrepreneurship so that all of these options for moving forward are on the table. By then end of class, teams should have honed in one or more strategies that they plan to pursue successfully in a finalized canvas.

**Readings:**  
C4—Chapter 5 “Convertor” (70-97)  
BMG—“Design” (pp.126-199)

**Assignments:** Continue compiling the research report
Class 5  
**Design**

Oct. 8

In order to be successful, social entrepreneurs need to be more like designers and designers need to be more like social entrepreneurs. To really make this statement come alive, this class will be an exchange with the graduate students from the program Design for Social Innovation at the School for Visual Arts (SVA). Cheryl Heller, the program director, will give us a presentation on design thinking. Then students work directly with her students in class to design the look and branding strategy of their projects. This class will be followed by a subsequent workshop at SVA to offer her students business support on their own ventures. Partnerships with SVA are encouraged throughout the semester and NYU students are able to work on projects with SVA students are part of their course work.

**Readings:**  
C4—Chapter 6 “Strategist” & Section 3 “Applications of CORE 4” (pp.98-157)  
Creating Innovators—Chapter 2 (pp. 31-59)

**Assignments:** Innovators Paper Due Next Class!

NO CLASS NEXT WEEK—FALL RECESS

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Class 6  
**Business Strategy and Branding**

Oct. 22

Once the canvas has been paired down and the research has been done, project teams are prepared to isolate their unique business strategy and marketing plan. In class we go over the newest marketing models, how to develop business strategy, and have expert guest lectures and angle coaches come to review the teams projects and make recommendations.

**Readings:**  
Creating Innovators—Chapter 3 (60-100)  
BMG—“Strategy” (pp. 200-243)

**Assignments:** Work on Midterm Report

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Class 7  
**Tech & Prototyping**

Oct. 29

Today our partners from iRise come and give us a workshop on how to make prototypes of entrepreneurial and innovative ideas. The first part of class will be spent on their presentation and demonstration. Then teams spend time making prototype sketches for their project to later put into iRise. Each team will create a model for a prototype of their business project.
Readings: Creating Innovators—Chapter 4 (pp. 101-140)
Articles on Blackboard

Assignments: Midterm Reports Due Next Week!

Class 8  
Tech & Marketing  
Nov. 5

Today we look at the leading trends in technology and marketing. We explore the benefits and limitations of social media, and other digital forms of marketing. Each team works with our marketing consultants to develop basics of a

Readings: Creative Innovators—Chapter 5 (pp. 141-201)
Articles on Blackboard

Assignments: Write out a 1-3 page marketing plan for your project

Class 9  Money & Fundraising  
Nov. 12

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 and doing effective fundraising techniques.

Readings: BMG—“Process” and “Outlook” (pp. 244-273)
Articles on Blackboard

Assignments: Develop your projected budget and other financials for use in final report

Class 10  Money, Profit-Generation, Ethics, & Social Innovation  
Nov. 19

Today we analyze the teams’ various budgets. Guest lectures from Stern business school and past students present what they have learned about developing effective budgets and what works and what doesn’t work. Case examples of budget and financial issues will be presented and discussed. We will also discuss and apply the ethics of financial management and business.

Readings: Creating Innovators—Chapter 6 (pp. 202-242)
Articles on Blackboard
Assignments: Work on Final presentations and Executive Business Plans

Class 11 *Design Innovation Thinking*
Nov. 26

Design Innovation Thinking is the fourth critical section of social innovation, including developing: 1) business strategies, 2) innovation strategies, 3) tech tools, and 4) design innovation tools. This will be the last class with team for teams to work on their projects, so we will focus on polishing the projects for presentations and how to sustain the work after graduation. Discussion will include topics such as: the nature and dynamics of creativity, review of CORE 4 skills, the origins of design thinking, and the key phases of design thinking (inspiration, ideation, implementation, and systematizing solutions).

Readings: Articles on Blackboard

Assignments: Work on Final presentations and Executive Business Plans

Class 12 *Next Steps after Graduation*
Dec. 3

Completion of various elements of successful social innovation business plans. We also begin to discuss how to bring the projects to the next level after the end of class and after graduation.

Assignments: Work on Final presentations and Executive Business Plans

Class 13 *Practice Pitching with Experts and Funders*
Dec. 10

Today as guest we have various funders available to hear students pitch and present their project! We continue class by hearing their personal reactions, business lessons, and networking opportunities.

Assignments: Final presentations and Executive Business Plans Due!

Class 14 *Presentation of Final Projects and Wrap-Up*
Dec. 12

Last Class! All papers and materials due: 1) 2 copies of Executive Business Summary, 2) PowerPoint of Prezi presentation of your project (turn in a digital copy), 3) two folders of color copies of your best materials to share with funders, 4) 1 copy of your projects deliverables, and plan for after graduation.
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.

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.
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.

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.