Making Social Entrepreneurship Happen
Syllabus
(July 18, 2014 Version; Subject to Change)

Capacity-Building for Change Agents
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SUMMARY

After Making Social Entrepreneurship Happen, you will understand the process of social entrepreneurial problem-solving, be armed with some of the practical, nitty-gritty skills required for a value-centered career as a change agent and be empowered to make a difference starting now.

Here is the basic idea: Lofty ideals are not enough. Wanting to do good is one thing. Actually doing good is another. When we hold ourselves to lesser performance standards, it disrespects the impoverished, the disenfranchised and the people whom we seek to help and empower.

Spoiler Alert: Making Social Entrepreneurship Happen is not about surveying or analyzing theories of social action, social venture business models, particular social innovations or your dream solution to the world’s problems. The curriculum is (as a rule) agnostic about competing methodologies and theories of social change. The Instructor is a proponent of “pragmatic pluralism.” The course is about how you potently advance your social change agenda, mission and career.

You bring your passion and the cause. The course curriculum provides the actionable tools to get you started and step up your game. The course is about doing stuff. It’s about the practice of social entrepreneurship.

Your personal values, how you perceive those you intend to serve and your personal motivation for seeking a career in the social sector – that is, basically how well you
know yourself – will have a powerful impact on your ability to bridge the gap between lofty talk and real social progress.

CURRICULUM SYNOPSIS

Making Social Entrepreneurship Happen is a dynamic course. Whether you are seeking to shape your impact education or seeking skills and innovations to steer your social ventures, as an active learner, you will bring your own challenges and experiences to the conversation. If it is practical to do so and academically relevant to the course’s learning objectives, we will adjust the course as reasonably feasible.

See Appendix A for the course curriculum. Course readings and materials are posted at NYU Classes.

MANDATORY PRE-COURSE PREPARATION: READ THE READINGS, WATCH THE VIDEOS AND DO HOMEWORK ASSIGNMENTS BEFORE THE FIRST SESSION. SCHEDULE YOUR COACHING APPOINTMENT IMMEDIATELY. CAREFULLY REVIEW THE PRE-COURSE PREPARATION SECTION.

See Appendix B for what I hope will prove to be useful resource documents. Course readings and materials are posted at NYU Classes.

See Appendix C for a listing of supplemental seminars and optional activities which will occur if you or someone else in the course volunteers to organize them.

CURRICULUM METHODOLOGY

The course center of gravity is interactive learning, team problem-solving, sharing resources, entrepreneurial ways of re-thinking problems and concrete professional skills acquisition. The Instructor's approach, tone and style is collegial, relaxed, fun and -- be ready -- rigorous. (In addition to the readings, in-class discussions, lectures and guest speakers, students will also learn from observing the Instructor’s social entrepreneurial methodology in action.)

The classwork embraces team-building and supportive peer-to-peer feedback. In the over-sold mythology about the lone social entrepreneur, the charismatic community leader, the “self-made man,” etc., it is easy to forget that social change is, well, social, i.e., a community-based process -- collaborative and cumulative. It builds on the work of others, depends on the support of others and succeeds with the help of others. (Of critical interest, this point of reference is a fundamental part of the philosophy on which the entire NYU Reynolds Program has been built.) Lasting social breakthroughs require many different kinds of actors each of whom employ many different kinds of skills.
The course depends on interactive discussion and strong participant...wait for it...participation. Listening skills are implicitly modeled and taught because listenership, not speakership (or, worse, the canned elevator pitch!), is the critical underpinning for social entrepreneurship. Come prepared to share your views and listen to others do the same. See Professional Development Drills.

All issues, questions and challenges relevant to social enterprises and social change are on the table. Constructive, high-quality participation includes drawing on your own experiences and life story without over-generalizing. Articulate (and fight for) your views backed by logic and evidence, not just with provocative statements proffered under the bogus claim of disruptive innovation.

An exceptionally useful framing tool for social sector problem-solving is asking yourself three fundamental, baseline questions: What? So What? What Next? Use these inquiries as the social action analytics necessary to unravel and dissect the Instructor’s remarks, commentary by the guest speakers, video content, public policy papers, etc.

- What? What is this paper, business plan, report or speaker saying, claiming or asserting?
- So What? Why does this information matter? What is the importance of this material and for whom?
- What Next? What, if anything, am I going to do with this information?

**GRADING & ATTENDANCE**

Grading. Grades are determined on 100-point scale:

- Maximum of 60 points for the Final Exam/Project. The final exam/project is intended to test your understanding of social entrepreneurship and simultaneously be a learning experience in and of itself. In a classic case of mixed signals, the purpose of the final exam/project is to both evaluate you and, even as the class wraps up, facilitate your improvement. See Final Exam/Project, Appendix A.

- Maximum of 30 points for in-class participation, 25 points of which are assigned by the Instructor/teaching assistant and 10 points of which are determined by your classmates on an end-of-the-course survey asking which classmates contributed significantly to classroom learning. Participation is not just about speaking in class. It’s about providing topically appropriate insights and conclusions that can illuminate the material and move the discussions forward. Participate thoughtfully and with purpose. I encourage you to quote the readings or videos to support your in-class commentary and arguments.

- Maximum of 10 points for coaching appointments, including demonstration of thoughtful preparation. Marshal the course learning points, readings and videos
to assemble a verbal agenda for your coaching/mentoring session, including critical background information about your proposed or actual social venture or proposed or actual social sector career. Be organized and demonstrate it. According to some, this may be the most valuable one hour of the course, so make good use of it. Note: Failure to appear at your coaching appointment will result in a zero grade for this assignment. Coaching appointments cannot be rescheduled. See Mandatory Coaching Appointments.

- Maximum of 10 extra credit points can be earned for participating in and/or organizing other social entrepreneurial activities. See Weapons of Time Consumption, Appendix C.

Note: Grade points may be subtracted for tardy work or other negative performance. For example, five (5) grade points are subtracted for each late day, or portion thereof, for the late submission of the final exam/project.

**Attendance.** Show up on time and prepared to engage your fellow classmates (and me). Whether class-related or job-related, you insult your colleagues and demean yourself by showing up unprepared. Given our limited time together, punctual attendance at all classes and coaching sessions is essential.

Your Instructor is decidedly disinterested in adjudicating the legitimacy of your absences. Please do not advise me about planned or unplanned absences. If you are absent, your contribution is inescapably irreplaceable, dull and null. Absences are obviously reflected in your grade because, unavoidably, you have fewer opportunities to participate in class discussion.

**PROFESSIONAL DEVELOPMENT DRILLS (YOU LISTENING VS. ME LECTURING)**

A non-negotiable social entrepreneurship skill is the ability to listen. The unswerving, consistent message from every one of the social entrepreneurs interviewed in the Café Impact video leadership series is (a) get real world experience (including on the job, remunerated learning), (b) witness injustice firsthand and (c) be a good listener.

Your ability to listen matters much more than a great elevator pitch, a brilliant business plan or your clever idea. Listenership is the predicate for networking, community organizing, mobilizing political movements and wooing financial backers. Listenership makes it possible to act on client needs and stakeholder concerns. Listenership reverse-engineers the paternalistic instinct to export first world solutions into third world communities.

To operationalize this professional skill, while simultaneously learning the ins and outs of social entrepreneurship, the course utilizes practice drills or role-playing sessions (modeled on the Café Impact social entrepreneurship video series). The following
exercise is employed in virtually every class session, so please familiarize yourself with it.

Using a deck of playing cards, students are randomly divided into groups of four (quartets). For example, the four students holding king face cards comprise one group, the students holding eight cards form a second group, and so on. Quartet groupings change for each class session or drill.

The four cards suits [clubs (♣); diamonds (♦); hearts (♥); spades (♠)] establish each person’s role-playing responsibility or character for a 60-minute exercise or drill:

- Topical social change leadership video(s) is screened and/or Instructor lectures. 15 minutes.
- Social entrepreneur/guest [spades card holder (♠)] is interviewed by talk show host/moderator [diamonds card holder (♦)] about the assigned video or lecture topic(s). 20 minutes.
- Following the interview, the executive producer [clubs card holder (♣)] provides “instantaneous feedback” feedback about the interview technique, listening skills, presentation content, etc. 10 minutes.
- The reviewer/critic/journalist [hearts card holder (♥)] takes notes and verbally summarizes in one minute the interview content and/or learning points for the entire class. 15 minutes.

A few active listening tips I learned while serving as the Café Impact on-camera host:

- Cultivate a relaxed atmosphere. Be conversational. It’s an interview, not an inquisition.
- Listen, listen, listen. Listen for something different you didn't expect. Allow the briefest pause after the subject is done speaking to give yourself a chance to process the answer and ask a follow-up question.
- Don’t be afraid of pauses and silences. Resist the temptation to jump in. Let the person think. Often the best comments come after a short, uncomfortable silence when the person you are interviewing feels the need to fill the void and add something better.
- Keep your eyes on your subject. Certain gestures (fidgeting, looking down or away, or lowering their voice) indicate he/she is nervous and perhaps tongue-tied. Other gestures, (sitting forward in the chair, raised eyebrows, using hands) indicate interest or excitement. Follow up these moments with questions that fuel that excitement.
- Use open-ended starter phrases:
  - “Tell me about…”
  - “Did you ever …”
  - “How did you feel when …”
  - “How do you see things differently since …”
- Rambling answers need summation and clarification.
  - “What I hear you saying is…”
  - “In other words, your theory is…”
• Don’t try to prove the guest wrong. Instead of direct confrontation:
  ▪ “Suppose a critic were to say…”
  ▪ “How do you answer the criticism that…”

• At the end of the interview, leave a moment for reflection:
  ▪ “Did we get everything you wanted to say?”
  ▪ "Was there anything you wanted to clarify?"

PRE-COURSE PREPARATION

You are a citizen of the world. Presumably you read newspapers or consume news online, you have internet access and you hold a library card. Accordingly, this course assumes that you already know about the size, scope and the intractable pervasiveness of social, environmental and economic injustice.

We – your fellow learners and I -- assume you are a pragmatic, hard-working, focused social entrepreneur, change agent or political activist. We assume you are neither a policy ideologue nor a romantic naively idealizing poverty and its denizens. Open-mindedness matters in social change as well as in life.

This class is for you, but – more importantly – for the impoverished and powerless whose existence shames us all.

MANDATORY PRE-COURSE HOMEWORK ASSIGNMENTS

Because our time together at NYU is compressed into two glorious weeks and we convene daily (perhaps more intimate sharing than, gosh, what the NSA knows about you), it’s necessary for you to undertake the bulk of the homework assignments before the first class convenes. READ THE READINGS, WATCH THE VIDEOS AND DO HOMEWORK ASSIGNMENTS BEFORE THE FIRST SESSION. Course readings and materials are posted at NYU Classes.

Allow at least 3-4 hours to complete the following pre-class prep and the readings (video viewing can be done in advance or as homework during the course):

• Read the full Syllabus.
• Familiarize yourself with the Professional Development Drills in the Syllabus.
• Prepare to introduce yourself verbally in less than 2 minutes (absolutely enforced) and state your social mission OR your current/prospective social sector career. Tell us what you want us to remember about you and/or your social justice focus. To make a good first impression, practice, practice, practice your presentation.
• Write a 15-word “first draft” mission statement for YOU, Inc. State without equivocation your competitive advantage as a change agent. (Note: The preceding bullet point is 14 words which is ample.)
• Read these articles:
  a) 18 Mistakes That Kill StartUps, Paul Graham, Partner, Y Combinator, October, 2006.
  b) In Defense of Raising Money: a Manifesto for NonProfit CEOs, Sasha Dichter, Chief Innovation Officer, Acumen Fund, October, 2008.
  c) Karen Keating Ansara Profile, Bolder Giving, November 12, 2009.

If you are particularly fired up (or have little else happening in your life), here are the Café Impact videos which are assigned homework viewing (i.e., not shown in class):
  a) #GlobalPOV Project (all videos), U.C. Berkeley Blum Center for Developing Economies
  b) Balancing Act: Mission, Profit, and Impact in Microfinance, Microfinance USA conference, April, 2011.
  d) How-To Make Your Mom Proud Of You (Or Not), Café Impact
  e) How-To Stand Up Your Profile In Civic Courage, Café Impact
  g) The Top 10 Mistakes of Entrepreneurs, Guy Kawasaki, UC Berkeley Startup Competition (Bplan), March 11, 2013. (start at 8 minutes; stop at 40 minutes)

MANDATORY COACHING APPOINTMENTS

Part and parcel of the course experience is the opportunity – and obligation – to schedule individual coaching sessions for you and/or your social venture’s management team and/or your social change organization’s leadership. At least one individual coaching session is a minimum requirement of the course. Note: Failure to appear at your coaching appointment will result in a zero grade for this assignment. Coaching appointments cannot be rescheduled. SCHEDULE A COACHING APPOINTMENT IMMEDIATELY at: Pending

GENERAL INFORMATION

Disclaimers. Do not expect to learn much about the following:
• Conventional wisdom about the social sector. “There is something personally satisfying about being disagreeable by advancing the truth.” – John Kenneth Galbraith, Harvard economics professor, presidential advisor and US Ambassador to India.
• Politically-correct jargon. Plan to speak in simple English.
• How to write an award-winning business plan or give a compelling elevator pitch. Both are put in perspective, i.e., put in their place.
• Extensive feedback on your particular social venture concept, including why your idea for a Tom’s Shoes-analog venture sucks (it does) or financially re-structuring your enterprise. The course is not about critiquing particular social enterprise ideas or companies; it’s about your capacity as a social entrepreneur. That disclaimer noted, your required individual coaching session will provide an excellent opportunity to talk about your social venture concept (assuming you have one which is not a requirement of this class) and/or its challenges.
• Theoretical or abstracted analysis about the various theories of economic development and social change, although robust discussion on these topics inescapably occurs.
• Magic tricks to mysteriously marry profit margins and social missions. Sacrifice and trade-offs are talked about.
• Mediocre or substandard hot dog stand recommendations. Instead, see: http://jonathanclewis.me/hot-doggery/.

About the Instructor. My resume and current social enterprises are posted at http://jonathanclewis.me/. You can follow me on Twitter (@SocentClinic), friend me on Facebook or link at LinkedIn. I do not have a gift registry, although now that I think of it….

Colleagues Forever. Email: Jonathan@CafeImpact.com. Phone: 530-758-8600. As colleagues in the fight for social justice, email and telephonic communications are encouraged. You are welcome to contact me even after the course ends!

Colleagues Forever, BUT… Some of you may be enrolled in the course with the expectation (soon to be dispelled) of securing a letter of recommendation, obtaining social sector job leads or getting introductions/ideas for funding your social enterprise. Occasionally, and rarely, I can be of assistance, but – given the large numbers of students, colleagues, friends, Opportunity Collaboration delegates, etc., in my database, a few hard rules to know: 1 – Before you ask for a letter of recommendation, you must earn an A grade in the course (or otherwise, but improbably, distinguish yourself in some way). 2 – I don’t ever help with funding or funding sources. Ever.

In-Class Electronics, Etc. Go for it. You are invited to use laptops, stay connected to the internet, tweet in-class comments, multi-task as needed (I do it too!). The course is about changing the world as social change leaders and professionals, not about
micromanaging your time. However, to be courteous to guest speakers, please keep laptops closed.

Also, if you have a particular cause or organization which moves your heart, bring literature to share. Committed change agents use every opportunity to advertise!

Course History. This curriculum was developed over a four-year period, originating when your Instructor was a Lecturer at the Blum Center for Developing Economies, University of California, Berkeley and host for the Café Impact social entrepreneurship how-to video series. It is taught on campuses and at conferences around the world. (The marketing tagline may need a bit more work: In the Service of a Better World, Ruining the Careers of Social Entrepreneurs. 😊)

Course Guarantees. If you ignore the following guidelines, the course is guaranteed to disappoint you. These “learned lessons” are garnered from launching and leading various for-profit and nonprofit enterprises and attending a zillion boring conferences:

- Time is our most precious and irreplaceable asset. “Time is the scarcest resource and, unless it is managed, nothing else can be managed.” -- Peter F. Drucker, American management consultant. Committed change agents are advised to use, perhaps a better word is leverage, time efficiently in the service of their mission. The poor and the powerless are waiting. We have a short time together, so we need to be on time to class and work fast.

- “I used to think I was poor. Then they told me I wasn’t poor. I was needy. They told me it was self-defeating to think of myself as needy. I was deprived. Then they told me underprivileged was overused. I was disadvantaged. I still don’t have a dime. But I now have a great vocabulary.” – Jules Feiffer, American satirist. From time to time, class discussion will employ common words, humor, generalizations, shorthand and politically incorrect examples to describe the poor, poverty and practical approaches to moving your social enterprise agenda. This is not disrespectful. It is efficient communications. The course is about addressing social injustice in all its ugliness, not fretting over what to call it.

- Disagreement is important. If you and I always agree, one of us is unnecessary. The class depends upon robust brainstorming and its corollary, diversity of intelligent opinion. That said, opinions without performance are generally useless and absolutely useless in the social action field.

- Every single participant (or, for that matter, social sector worker) is entitled to ask every dumb question and make every idiotic mistake......once. As colleagues, our responsibility includes helping each other execute smartly to reach our goals. That means, while we expect each other’s best effort, it is better to correct
mistakes internally (i.e., in class and among ourselves as professionals) without recrimination. The sin is making the same mistake twice!

- When someone says "don't take it personally, it's just business," it usually means that they are going to screw you. It's *always* personal. If you care about your work, the mission, the respect of your community, etc., then it hurts when colleagues let you down, funding is denied or other hurdles materialize. Because tenacity and toughness are part of the social capital of the poor and the powerless, they are respected attributes for social sector leaders (and students).

- As bad luck has it, I am not a mind reader. Talk to me if you need clarification, have a problem, want to proffer a suggestion or just think that I have lost my mind (which will remain our secret, please). We are colleagues, not psychics. This point is worth remembering as you team-build in real-life for social change.

- Reminder: The course is graded, so laugh at my jokes. 😊
Appendix A – Curriculum Synopsis  
(July 18, 2014 Version; Updates Pending)

Weapons of Career Construction

SESSION #1 - Social Entrepreneurship Revealed; What We Will Learn; Networking With Our Colleagues; Your Course Questions Answered

October 20, Monday, 7:35 pm -10:00 pm (Global Center, Room 369)

As with any profession, certain non-negotiable skills and personal attributes are required for effective social change work. Some days are scary because we fear that our professional skills are not up to the task of overcoming social, environmental and economic injustice.

Social entrepreneurship success depends on knowing our strengths, figuring out our weaknesses and accepting that professional development is a never-ending process. Like the programs and social enterprises we lead, we always want to be improving.

What is social entrepreneurship? What criteria define a social enterprise? Is it the process or methodology by which you pursue social goals? Or, is it the importance, nature and size of the social goals you pursue? What are the characteristics of a social entrepreneur? Is it because you occupationally practice social entrepreneurship? Or, is it existentially something more?

Networking is a foundational skill for every social change agent. It’s the basis for mobilizing resources, attracting allies and conducting social venture market research. Change agents who are lousy networkers are called antisocial entrepreneurs.

Homework (estimated time: three hours):

- Read the full Syllabus.
- Familiarize yourself with the Professional Development Drills in the Syllabus.
- Prepare to introduce yourself verbally in less than 2 minutes (absolutely enforced) and state your social mission OR your current/prospective social sector career. Tell us what you want us to remember about you and/or your social justice focus. To make a good first impression, practice, practice, practice your presentation.
- Write a 15-word “first draft” mission statement for YOU, Inc. State without equivocation your competitive advantage as a change agent. (Note: The preceding bullet point is 14 words which is ample.)

1 Global Center for Academic and Spiritual Life, 238 Thompson St, New York
What To Expect:
- First Triad (60 minutes) – Instructor reviews the course plan, schedule, content and mechanics, including grading (yuck).
- Second Triad (60 minutes) – How-To Network Yourself Like A Pro video\(^2\) screened. See Professional Development Drills.

Special Note:
Most videos are only 3-5 minutes long. The majority of class time is devoted to actively engaging you in Professional Development Drills. The video content is intended to stimulate, not substitute for, your critical thinking and engagement. In total, the Café Impact\(^2\) series presents 30 social entrepreneurship videos; for the course, review 19 of them. The remainder are useful, but optional. You have full copyright permission to share and embed these how-to videos anywhere and everywhere that supports social, environmental and economic justice.

SESSION #2 - Launching Your Social Sector Career Path
October 21, Tuesday, 7:00 pm to 9:30 pm (Silver Center, Room 410)\(^3\)

Topical Theme:
Even if starting/leading a social enterprise (next week’s topic) is your social change objective, common sense, humility and the importance of the work suggest that apprenticeships, social sector employment and on-the-job training will provide you with the necessary professional skills required of the successful social entrepreneur.

It is a popular mythology which, to the detriment of the causes they care about, has been adopted by too many wannabe social entrepreneurs: A natural entrepreneur, typically a male, drops out of college to pursue a visionary, disruptive idea which, serendipitously, is discovered and funded by an equally visionary venture capitalist…and, you know the rest of the story…

For every Mark Zuckerberg or Bill Gates, consider three myths:\(^4\)

\(^2\) All course videos are available for pre- and post-class viewing at www.CafeImpact.com. Note: In total, the Café Impact series presents 30 social entrepreneurship videos. You have permission to share and embed these how-to videos anywhere and everywhere that supports social, environmental and economic justice.

\(^3\) Silver Center for Arts & Science, 100 Washington Square E (enter on Washington Pl)

\(^4\) Vivek Wahhwa, Here’s What It Actually Takes to Make It as an Entrepreneur, Washington Post, April 28, 2014
Higher education is a waste of time. To the contrary, research indicates that “companies founded by college graduates have twice the sales and employment of companies” of non-graduates. Why should the social sector be any different?

Entrepreneurship is mostly for men. Bullshit. “Women-led companies are more capital-efficient and…companies run by a woman have 12% higher revenues than others.”

Homework (estimated time: one hour):
- View How-To Stand Up Your Profile In Civic Courage. Prepare the learning points and your toughest questions about your next career step.
- Read Skills Mastery for Change Agents
- Prepare your in-class questions. See next section, What To Expect (First Triad).

What To Expect:
- First Triad (60 minutes) – Instructor interviews 3-5 randomly selected students on the topic of the day, in this case about their intended career paths, successes and failures in securing social sector fellowships, internships and/or jobs, etc. Come prepared to be interviewed. Balance of the class/audience provides real time feedback and Q&A.
- Second Triad (60 minutes) – How-To Make Peace With The Peace Corps video screened. See Professional Development Drills.
- Third Triad (60 minutes) – How-To Ready Yourself To Have A Huge Impact video screened. See Professional Development Drills.

SESSION #3 - Case Study in Starting a Social Enterprise
October 22, Wednesday, 7:00 pm to 9:30 pm (Global Center, Room 261)

Topical Theme:
In 2006, the Instructor founded MCE Social Capital (formerly MicroCredit Enterprises), an innovative social finance model. In essence, MCE re-purposed the Lloyd’s of London insurance underwriting model to finance microloans. Today, $95 million of guarantees back promissory loans (debt capital) to microfinance institutions (MFIs) in 21 countries and 5 continents, financing approximately one million microloans annually (primarily for impoverished women). MCE pays zero ROI to its financial backers.

Lessons about the applicability to your social enterprise or social entrepreneurship career will be reviewed:
- How the model works
- For-profit vs. nonprofit legal structure discussed
- ROI vs. Social ROI exposed
- Zero tolerance for distractions proselytized (incubators/hubs/conferences/competitions/media exposed)
• Hybrid (paid and pro bono) staffing models extolled
• Whatever hard, hairy, harsh questions you can think of

Homework:
• Study MCE Social Capital website: http://www.mcesocap.org/. Prepare your questions about both the model and the process of launching a social enterprise.
• View The Top 10 Mistakes of Entrepreneurs, Guy Kawasaki, UC Berkeley Startup Competition (Bplan), March 11, 2013. (start at 8 minutes; OK to stop at 40 minutes, but Q&A is awesomely useful too…learn how to ask questions!!) Viewing tip: Mentally edit out the techie framework; substitute your social venture concept.
• Prepare your in-class questions. See next section, What To Expect (First Triad).

What To Expect:
• First Triad (60 minutes) – Instructor talks about his successes and failures as a social entrepreneur and is then interviewed by 4-5 randomly selected students. Balance of the class/audience provides real time feedback and Q&A.
• Second Triad (60 minutes) – How-To Shut The Hell Up And Change The World video screened. See Professional Development Drills.
• Third Triad (60 minutes) – How-To Get Your Social Action Shit Together video screened. See Professional Development Drills.

SESSION #4 – Case Studies in Social Venture Failure & Success
October 23, Thursday, 7:05pm to 9:35 pm (194 Mercer Street, Room 203)

Topical Theme:
Allowing for the fact that good luck, bad luck and dumb luck play their part, what factors can a social entrepreneur manage or control to enhance the chances of succeeding? What are the core determinants which influence whether a social venture is a success or a failure?

Failure Case Study: Café Impact. In 2011 the Instructor founded Café Impact, an Internet-based how-to executive leadership video series for social entrepreneurs. The nonprofit social enterprise failed to achieve its stated mission of attracting large numbers of young professionals and students to the social change movement and, without significant viewership, failed to realize a sustainable business model. What happened and why?

Success Case Study: Opportunity Collaboration. In 2009 the Instructor founded the Opportunity Collaboration, a global convening for leaders in the economic justice, economic development and impact investing space. Annually, 350 foundation trustees and executives, social investors, innovative nonprofit leaders, policy thought
leaders and social entrepreneurs from around the world convene for a four-day problem-solving business retreat. Organized as a for-profit, it is profitable (the nicer word: sustainable) without foundation underwriting, corporate sponsors or funding gimmicks. Why is the model successful?

Homework (estimated time: one hour):
- Review the Café Impact website: http://cafeimpact.com/
- Review the Opportunity Collaboration website: http://www.opportunitycollaboration.net/
- Read Enterprising Up Your Social Enterprise.
- Read Writing A Bad Business Plan. Not.
- Prepare your in-class questions. See next section, What To Expect (First Triad).

What To Expect:
- First Triad (60 minutes) – Instructor talks about his successes and failures as a social entrepreneur and is then interviewed by 4-5 randomly selected students. Balance of the class/audience provides real time feedback and Q&A.
- Second Triad (60 minutes) – How-To Use Ambiguity To Pioneer Change video screened. See Professional Development Drills.
- Third Triad (60 minutes) – How-To Scale Your Impact By Going Small video screened. See Professional Dev Drills.

SESSION #5 - Capacity-Building: Talking About Your Social Enterprise
October 24, Friday, 12:00 pm to 5:00 pm (Global Center, Room 275)

Topical Theme:
The five Cs of social change = Compassion, Community, Courage, Competency and Communications. Without good communication skills, your social enterprise is dead. The ability to talk about your social enterprise at podiums formally and informally at receptions and parties is non-negotiable.

It’s easy, it’s fun and it’s really shocking to me how badly most people do it. The bar is sooo low that you can be a rockstar with a modest amount of practice and very few natural abilities. 😊

Homework (estimated time: one hour):
- Read Talking About Your Social Enterprise
- Developing a personal and authentic story matters (a lot). Bring yours to class!
- Prepare your in-class questions. See next section, What To Expect (First Triad).
What To Expect:

- First Triad (60 minutes) – Instructor interviews 3-5 randomly selected students on the topic of the day, in this case about their social enterprises (existing or in planning), social sector career goals, etc. Come prepared to be interviewed. Balance of the class/audience provides real time feedback and Q&A.
- Second Triad (60 minutes) – How-To Selfishly Listen To Unselfishly Lead video screened. See Professional Development Drills.
- Third Triad (60 minutes) – How-To Justify Your Economic Justice Agenda video screened. See Professional Development Drills.

SESSION #6 - Capacity-Building: Raising Social Impact Money
October 25, Saturday, 12:00 pm to 5:00 pm (Silver Center, Room 410)

Topical Theme:
If you can’t (or won’t) raise money, you aren’t a social entrepreneur. Your social mission deserves it. Your social venture requires it. Nonetheless, fundraising mystifies, if not terrifies, most social enterprise leaders. In truth, fundraising for both for-profit and nonprofit social ventures is a simple, learnable skill. If you can talk, you can raise social impact money.

Fundraising means understanding, appreciating and respecting funders and the nature of their risk-taking. Figure out why funders say No, and how your values and their personal idiosyncrasies affect decisions.

This session covers hard-edged fundraising tips, including the non-pitch pitch, the pre-pitch non-planning period and the post-pitch phase targeted at impact investors and/or individual donors. The curriculum does not cover foundation fundraising, grant-writing or corporate CSR.

Homework (estimated time: one hour):
- Read In Defense of Raising Money: a Manifesto for NonProfit CEOs, Sasha Dichter, Chief Innovation Officer, Acumen Fund, October, 2008.
- Read Fundraising Mastery for Change Agents
- Prepare your in-class questions. See next section, What To Expect (First Triad).

What To Expect:

- First Triad (60 minutes) – Instructor interviews 3-5 randomly selected students on the topic of the day, in this case about their fundraising successes and failures, the paralyzing “money-is-power/I-am-weak” mindset, making raising money empowering and fun, etc. Come prepared to be interviewed. Balance of the class/audience provides real time feedback and Q&A.
- Second Triad (60 minutes) – How-To Give Your Inner Fundraiser More Currency video screened. See Professional Development Drills.
• Third Triad (60 minutes) – How-To Kick It As A Fundraiser For Fun And Profit video screened. See Professional Development Drills.

Special Note:
Miss this class session at your peril. One, the substantive content and skill-learning are non-negotiable for social entrepreneurs. Two, this class is the predicate for next week’s three guest speakers (sessions #7, #8 and #9) who will present their fundraising perspectives and insider tips.

SESSION #7 - Money Matters: Donor Perspective
October 27, Monday, 7:35 pm -10:00 pm (Global Center, Room 369)

Topical Theme:
Session #6 addressed how to raise social impact money. This session addresses the operational and ethical distinctions between for-profit versus nonprofit enterprises, government programs versus non-governmental organizations (NGOs), political action versus social service delivery programs, donating versus investing, traditional venture capital versus "patient" capital, faith-based versus secular interventions, etc. from the perspective of an impact investor.

The “bonus topic” for this session is seeking the authentic change agent hidden inside you. The need to be needed – by a life partner, by society at-large, even by your pet – is a nearly universal human instinct. Social change work is “connecting to that love, that authenticity, that underlies everything.” Every social entrepreneur needs to know their professional force multipliers.

Guest Social Entrepreneur:

Homework (estimated time: one hour):
• Read Karen Keating Ansara Profile, Bolder Giving, November 12, 2009.
• Review Karen’s Blog: http://ansarafamilyfund.org/karens-blog
• Prepare questions and comments for our guest presenter. See What To Expect.

What To Expect:
• First Triad (60 minutes) – Guest social entrepreneur is interviewed by the Instructor about the topic of the day. Class/audience provides real time feedback and Q&A.
• Second Triad (60 minutes) – How-To Be An Imperfect Woman Of Change video screened. See Professional Development Drills.
• Third Triad (60 minutes) – Guest social entrepreneur, class/audience and Instructor in discussion about the core professional requirements required for social entrepreneurs, social sector trends, individual change-maker career paths and the existential attributes and drivers for success as a change agent.

SESSION #8 - Money Matters: Practitioner Perspective
October 28, Tuesday, 7:00 pm to 9:30 pm (Silver Center, Room 410)

Topical Theme:
Session #6 addressed how to raise social impact money. This session addresses the operational and ethical distinctions between for-profit versus nonprofit enterprises, government programs versus non-governmental organizations (NGOs), political action versus social service delivery programs, donating versus investing, traditional venture capital versus "patient" capital, faith-based versus secular interventions, etc. from the perspective of a fundraiser.

The “bonus topic” for this session is handling rejection and professional rudeness. The capacity to manage rejection is an important social sector survival skill. Rejection is personal, but it’s not necessarily about you. Although rarely admitted, donors, impact investors, foundation executives, etc. often treat fundraisers as commodities because there is a nearly infinite array of choices to fund.

Guest Social Entrepreneur:
Sasha Dichter, Chief Innovation Officer, Acumen Fund (NY-based nonprofit venture fund that invests in social enterprises, emerging leaders, and breakthrough ideas). He is the author of In Defense of Raising Money: A Manifesto for NonProfit CEOs.

Homework (estimated time: one hour):
• Review Sasha’s Blog: http://sashadichter.wordpress.com/
• View My Generosity Experiment video, Sasha Dichter, TedTalk, September, 2011.
• View Balancing Act: Mission, Profit, and Impact in Microfinance video, Microfinance USA conference, April, 2011.
• Prepare questions and comments for our guest presenter. See What To Expect.

What To Expect:
• First Triad (60 minutes) – Guest social entrepreneur is interviewed by the Instructor about the topic of the day. Class/audience provides real time feedback and Q&A.
• Second Triad (60 minutes) – How-To Reject Rejection When It’s Personal video screened. See Professional Development Drills.
• Third Triad (60 minutes) – Guest social entrepreneur, class/audience and Instructor in discussion about the core professional requirements required for
social entrepreneurs, social sector trends, individual change-maker career paths and the existential attributes and drivers for success as a change agent.

SESSION #9 - Money Matters: Impact Investor Perspective
October 29, Wednesday, 7:00 pm to 9:30 pm (Global Center, Room 261)

Topical Theme:
Session #6 addressed how to raise social impact money. This session addresses the operational and ethical distinctions between for-profit versus nonprofit enterprises, government programs versus non-governmental organizations (NGOs), political action versus social service delivery programs, donating versus investing, traditional venture capital versus "patient" capital, faith-based versus secular interventions, etc. from the perspective of a donor/grant-maker.

The “bonus topic” for this session is pending

Guest Social Entrepreneur:
Pending

Homework (estimated time: one hour):
- Read pending
- View pending
- Prepare questions and comments for our guest presenter. See What To Expect.

What To Expect:
- First Triad (60 minutes) – Guest social entrepreneur is interviewed by the Instructor about the topic of the day. Class/audience provides real time feedback and Q&A.
- Second Triad (60 minutes) – How-To Figure Out Your Social Entrepreneurship video screened. See Professional Development Drills.
- Third Triad (60 minutes) – Guest social entrepreneur, class/audience and Instructor in discussion about the core professional requirements required for social entrepreneurs, social sector trends, individual change-maker career paths and the existential attributes and drivers for success as a change agent.

SESSION #10 - Social Sector Employment and You
October 30, Thursday, 7:05pm to 9:35 pm (194 Mercer Street, Room 203)

Topical Theme:
Let’s get real. You are graduating (please, please, we all hope so!). Many of you have student debts and perhaps don’t like sofa surfing. You need to pay the rent, buy food and finance your hobbies. In short, you need a job. This session is a frank
discussion of the ins and outs of job-seeking in the social sector, career alternatives, getting a job interview, earning Latin honors at the interview, playing to your strengths, lying about your weaknesses and --- wait for it --- writing the requisite resume. In-class activities will include critiquing your resume, talking about cover letters, how and when to apply to a social enterprise, the works.

**Homework (estimated time: one hour):**
- Update your social sector resume and bring FIVE printed copies to class (if you forget, you will miss the essence of this session!!).
- Read *Social Sector Employment Tips*
- Prepare specific questions about your career decisions and options (preferably not about the abstract macro issues about the employment market).
- Prepare your in-class questions. See next section, What To Expect (First Triad).
- (Also, last chance to ask clarifying questions about the final exam/project.)

**What To Expect:**
- First Triad (60 minutes) – Instructor critiques 5 to 6 randomly selected social sector resumes. Class/audience provides real time feedback and Q&A. This class discussion is personalized, so be prepared to talk about your social sector dream job!
- Second Triad (60 minutes) – *How-To Snag A Social Justice Job Interview* video screened. See Professional Development Drills.
- Third Triad (60 minutes) – *How-To Interview For A Social Justice Career* video screened. See Professional Development Drills.

**SESSION #11 - Final Exam/Project: Proving You Can Change the World**  
**October 31, Friday, 12:00 pm to 5:00 pm (Global Center, Room 275)**

**Final Exam/Project:**
- Start by watching *all* the videos (approximately 1 hour, 45 minutes in total) at the U.C. Berkeley Blum Center for Developing Economies’ *#GlobalPOV Project* (http://blumcenter.berkeley.edu/globalpov/). The videos explore innovative ways of thinking about economic inequality and undertaking poverty action.
- Design a nonprofit or for-profit social enterprise to address one (and only one) problem of economic injustice presented by the videos.
- Draft a concept paper or presentation which should include:
  - state succinctly the addressable challenge
  - your proposed solution with pros and cons commentary
  - your process (next step!) for beginning the proposed social enterprise
  - your identified, *pre-existing* resources for addressing it
  - missing, but required, social sector skill sets that you personally need to acquire
  - any other elements you deem relevant
Success Tips:
- A concept paper is not a comprehensive business plan. It's an idea sketch with talking points to frame the plan with an outline of next steps.
- However brilliant your idea or concept, if your writing, punctuation and grammar suck, my understanding of your idea will too. Clarity of presentation matters. (Hint: Ask others to copyedit your work; I do it for everything I write which fools people into thinking that I am a good writer.)
- If you want to get a lower grade, contravene the following Real Life Simulation Ground Rules (see next section). Consider that 36 students equals 180 pages for me to read or 360 slides to look at, so the ground rules will be *strictly* enforced.

Real Life Simulation Ground Rules:
- Start your exam/project any time you like. Work on it as much – or as little – as you want.
- Work alone or in teams. Teams cannot be larger than three (3) people. A caution: Unavoidably, team projects are graded as a group, so pick your teammates carefully.
- The final class session is your opportunity to share your exam/project with colleagues/classmates, solicit on-the-spot feedback, make adjustments, refine your final product, etc. During class, the Instructor will facilitate dialogue, but not directly comment or critique your substantive content. Note: Between class adjournment at 5:00 pm, if needed, you will have an additional seven (7) hours to edit your exam/project; obviously, you may also use in-class time to perfect your work product. The animating vision of this process is to produce your best work.
- Format: (a) If submitted as a written paper, the exam/project must be a Word document in 12 point font (Arial strongly preferred), 1.5 or double spaced lines with standard one inch margins and can be as short as you like, but no longer than five (5) pages. (b) If submitted as a PowerPoint presentation, no more than ten (10) slides, 30 point font size with the fewest possible number of data graphs/charts.
- The Instructor will personally read each final exam/project and provide post-course feedback (by phone or email).
- **Deadline:** Your exam/project must be submitted electronically by email to the Instructor on or before October 31, Friday, midnight (Eastern time zone). Note: If your exam/project is submitted late, five (5) grade points are automatically subtracted for each late day, or portion thereof.
Appendix B – Resource Documents

Weapons of Status Quo Disruption

Recommended Resources - Selection of resources that keep me informed, are provocatively useful or have stimulated my thinking. Bonus: Of hundreds of terrific economic development books (and plenty of awful ones too), ten books about poverty, power and prosperity that might make you mad, sad, laugh or think harder.

Skills Mastery for Change Agents – Tips on honing your professional expertise and developing the non-negotiable skills required to make a serious difference in the world.

Social Sector Employment Tips – Tips on social sector resumes, snagging a job interview, interviewing, etc. These suggestions apply for whatever career path you are pursuing.

Enterprising Up Your Social Enterprise. – This tip sheet will get your social sector startup jump-started and help you avoid rookie mistakes. It’s harder than you have been told.

Fundraising Mastery for Change Agents - If you can’t (or won’t) raise money, you aren’t a social entrepreneur. Your social mission deserves it. Your social venture requires it. Suggestions are divided into the Pre-Pitch, the Non-Pitch Pitch and the Post-Pitch.

Talking About Your Social Enterprise – Giving speeches is one of the three most hated change agent skills. The other two are managing people and fundraising. Presenting your social venture idea to an audience is not the same as pitching to a lynch mob.

Writing A Bad Business Plan. Not. – A business plan is a work of fiction and, like all story-telling, it needs vivid characters and a good plot. Avoid the poison pills and pet peeves that are storyline buzz kills.

Course readings and materials are posted at NYU Classes.
Appendix C - Optional Seminars and Activities

Weapons of Time Consumption

The following extra topics can be scheduled for organized seminars, guest lectures for other courses, social enterprise briefings, symposia, relaxed evenings of conversation, etc. Note: None of the following learning opportunities are currently scheduled. If a member(s) of the course wants to take responsibility for figuring out a time and place, and make it happen, count me in.

Social Change At The Movies. The instructor’s all-time favorite playwright is George Bernard Shaw. Time, place and popcorn permitting, a screening of *Pygmalion* (see Recommended Resources) accompanied by a discussion of the movie’s implications for economic development and social change sounds fun to me. I welcome a volunteer to organize this event. I can bring the DVD.

Social Sector Literary Salon. If a group wants to read the satiric novel *Last Orders at Harrods* before the Clinic starts, let’s organize a book club discussion. To entice you: For the poor life is “fragile, cheap, dangerous and unpredictable.” (Michael Holman, *Last Orders at Harrods: An African Tale*); then, consider that “the life of man is solitary, poor, nasty, brutish, and short.” (Thomas Hobbes, *Leviathan*). Refreshments mandatory. Anyone interested? Who wants to organize it?

Change-Maker Hot Dog Research Project. With great relish (or, as you prefer, mustard or other condiment), you are invited to join the instructor for an unstructured, open-ended discussions about any topic – personal or professional – provided the venue includes a tasty hot dog. In advance of the course, tell me about your favorite local hot dog stand (and why). Absent a better suggestion, I propose lunch at Crif Dogs, 113 Saint Marks Place (20 minute walk from campus). Let’s discuss details in class.

Changemaker Challenge. For student participating in the 2014 NYU Reynolds Changemaker Challenge (CmC) program, to help participant social entrepreneurs conceptualize and plan for the social ventures they are creating, I will be conducting a coaching session on Monday, October 27, 2014, at 2 pm. Details, as available, posted at: [http://www.nyu.edu/reynolds/changemaker/timeline.html](http://www.nyu.edu/reynolds/changemaker/timeline.html); Space is limited, RSVP required.

R.E.A.L. Workshop. I will be leading a workshop, entitled *Elevator Pitches Have Their Ups and Downs*, covering practical tips and insights about for-profit and nonprofit fundraising for social change, on October 23, 2014, at 12:30 pm. The workshop is free and open to the public, so bring your friends and colleagues. Details, as available, posted at: [http://www.nyu.edu/reynolds/REAL_workshop](http://www.nyu.edu/reynolds/REAL_workshop); Space is limited, RSVP required.