



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

**PADM-GP 2310**

**UNDERSTANDING SOCIAL ENTERPRISE SPRING 2022**

**Last Updated: January 17, 2022**

## **Course Information**

Session Dates: 1/24/2022 to 5/9/2022

Class Time: Mondays, 6:45pm – 8:25pm

Class Location: 16 Washington Place, Leslie E-Lab

Instructors: Rebecca Gard Silver and De-Ann Abraham

## **Course Goals and Objectives**

This course is designed to help students learn how to launch social enterprises. Using business as a force for good, social entrepreneurs implement innovative private sector approaches to solve social, cultural and/or environmental problems. In this course students will explore core opportunities, resources and constraints facing social entrepreneurs today with the goals of giving students the tools, knowledge and depth of vulnerability to help them launch their own social enterprises, and/or understand how to support other entrepreneurs to achieve their missions and build sustainable enterprises.

The courses highly experiential will involve completing two group projects (in addition to individual work), engaging with guest speakers who are experts in their field, engaging in classroom discussions, and conducting and synthesizing customer interviews into insights and feedback sessions to track progress and learnings. Ultimately students will collaborate in teams to form their own social enterprise with the aim of addressing a meaningful problem for their enterprise's potential customers and beneficiaries.

### **Main Objectives**

There are six main objectives for this course:

1. To understand the different types of existing social enterprise business models and legal structures. *[Week 1: Welcome & Different Types of Social Enterprises; Week 2: Policy & Infrastructure - What does NYC ecosystem offer for enterprises; Business*

*Models; Week 10: Business structures - B-Corps, Non-Profits, Co-ops etc. & Voluntary (non-legal) standards/certifications & Prototyping Part I]*

2. To bust myths about what it takes to be a social entrepreneur and build a social enterprise. *[Throughout the entire course!]*
3. To empower students to consider starting their own social venture.  
*[Week 6: Customer Segments & Customer Discovery; Week 7: Mapping Assumptions, Week 8: Mission, Vision & Values: Culture & doing good, Social Value Propositions (Impact); Week 9: Value Propositions 2 - Customer Value Propositions, Revenue Models; Week 11: Prototyping Part II]*
4. To explore problems from a person to person perspective vs. a systemic approach. *[Week 3: Problem definition - part 1; Systems & Stakeholders]*
5. To gain knowledge of the tools and infrastructure to build a social enterprise, ie. resources, funding etc. *[Week 12: Theory of Change, Costs, Activities & Resources]*
6. To understand opportunities and trade offs when balancing creating social impact with financial viability. *[Week 13: Access to financing & Markets & Competition]*

**By the end of this course, students should be able to:**

- Define key components of and considerations for launching social enterprises
- Understand key types of business models and structures when starting a social enterprise (non-profits, Co-ops, B-Corps etc.)
- Define a purpose, vision, mission, core values and culture for their social enterprises
- Understand how to uncover a problem to solve, and search for “problem-solution fit” when starting a new social venture (in respect to solving for both societal and customer problems)
- Understand how to speak to customers and stakeholders to test critical business assumptions
- Understand the importance of pivoting and navigating change as needed
- Understand how to identify and prioritize business assumptions to derisk
- Identify key impact metrics for achieving key social/environmental impact for social ventures
- Comfortably (or more comfortably) present and receive feedback on ideas, and analyze classmates’ individual pitches and provide helpful recommendations and constructive feedback
- Understand how to navigate helpful resources when creating social ventures (e.g. accelerators, incubators, financing)

## Class Structure

For the course, we will be taking a highly experiential and interactive learning approach, embracing a “get out of the building” mindset where students learn by actively doing. The course is divided into **four sections** which build upon each other. Most weeks, you’ll see and hear from real-life social entrepreneurs working around the world, who will share the lessons they’ve learned as well as the mistakes they’ve made and how you can overcome them. Below is an overview of the four different sections, and types of sessions and events you can expect during the program, and how best to prepare for them.

### **SECTION 1 - FOUNDATIONS (Weeks 1-3):**

**In class activities:** Lecture, guest speakers, workshops

**Assignments:** Predominantly individual work

In this section, students will explore fundamentals of social enterprise business models and business structures, key resources available to social enterprises, and frameworks for defining systemic socio-environmental problems.

### **SECTION 2 - TOPIC IMMERSION (Weeks 4-5):**

**Midterm: Week 5 - Switch Pitch & Problems Brief**

**In class activities:** Brainstorms/workshops, lecture, guest speakers, switch pitch

**Assignments:** Both individual & group work (first group project)

In this section, students will explore key opportunity areas to create socioenvironmental change, by doing individual and group research deep dives into broad topic areas including in Education, Resilience/Climate, Population/Personal Health, Food/Food Access, Housing, Financial Inclusion and other topics (by instructor approval). In addition, students will learn about the types of business structures available to social enterprises and how to define individual customers’ problems to solve.

### **SECTION 3 - VENTURE CREATION & CUSTOMER DEVELOPMENT (Weeks 6-11)**

**In class activities:** Lectures, customer discovery group presentations, workshops & guest speakers

**Assignments:** Predominantly group work (group project 2)

The third section of the class will challenge teams of students to focus on a single social venture idea, and to systematically test assumptions and validate/invalidate the direction forward for the venture. The structure of this portion of class will employ “Lean Launchpad” methodology (described below) and from weeks 6-11 of the class students will be expected to complete 5+ weekly interviews (30 interviews total) with customers, beneficiaries and partners for your

social venture. Every other week teams will present their research findings (distilled into a presentation with specific deliverables) to the instructors, class, and guest critics for feedback. This work will be supplemented by in class workshops on mission, vision and values, business structures, prototyping and other topics.

#### **SECTION 4 - TRIPLE BOTTOM LINE IMPACT AND FINAL PRESENTATIONS (Weeks 12-15)**

Final: Week 14 - Individual Presentation; Individual Evaluation: Week 15 **In class activities: Lectures, customer discovery group presentations, workshops & guest speakers, final presentations**

**Assignments: Predominantly group work (group project 2)**

The final section of the class will continue to focus on Group Project 2, as students refine their social venture ideas. Students will continue to complete customer discovery interviews and present their learnings (for an additional 10+ interviews during weeks 12-14), while focusing on other key elements of their social ventures: their theory of change and financing strategy. The course will culminate in a final presentation to the class, instructors and guest critics, as well as individual team 1:1s during the final week of class.

### **Types of In Class Activities & Preparation**

#### **Lectures**

These sessions focus on understanding core elements of developing social ventures and business model development. Prior to coming to the sessions, students are expected to complete the following **related assignments**:

- **Watch online talks & read prescribed articles** on the customer development process and the elements of the business model that we will be focusing on that day.
- **Prepare a few discussion questions** to participate in discussions with the class, based on the online talks.
- **Write short personal reflections** on the readings, case studies and videos.

Note: instructors will update you weekly with specific deliverables

#### **Workshops/Brainstorm Activities**

Instructors will lead students through both individual and group in-classroom activities designed to pull out insights on specific topics, foster generative ideas, and/or focus your thinking.

**Related assignments:**

- **Come prepared with the specific prompts (e.g. business assumptions, research findings)** requested by the instructors in advance of each brainstorming/workshop

session (note not all workshops/brainstorm activities will require advanced preparation).

Note: instructors will update you weekly with specific deliverables

### **Bi-Weekly Customer Discovery Group Presentations (For Group Project 2 Social Venture)**

These sessions focus on your team's progress on customer discovery to uncover customer and beneficiary problems to solve and ideate a compelling novel business model to address the problems. Every other week we will ask your group to focus on different element(s) of your business model, helping you think through the strategy for your particular social venture, design tests to (in)validate your hypotheses, and then iterate (or pivot) as appropriate.

Prior to coming to the sessions, all teams will:

- **“Get out of the building” (GOTB)** and talk to at least 10 customers/partners to test your hypotheses each two weeks (5 customers per week) during the third & fourth section of class. During the course each project team will be expected to complete 35+ customer and stakeholder interviews!
- Document the **key insights from those interviews**, and prepare a short presentation that tells a story about your ‘lessons learned’ from your customer interviews, and your plans for the upcoming two weeks.

During the presentations from teams:

- Each team will **give their presentation to an audience** composed of the other teams, the instructor team, as well as guest entrepreneur coaches.
- Each week **a member of the team will be picked randomly to present** (this is to ensure your team thinks comprehensively about the information delivered in the presentation and is on the same page!).
- The instructor team will **give real-time feedback** and guidance to each team. Teams are expected to take notes during the presentation on the questions and comments.
- All other **students will provide constructive feedback** to teams via feedback forms, reviewing the clarity of their insights, presentation and providing helpful suggestions.

Note: instructors will update you weekly with specific deliverables

### **Midterm and Final Presentations**

The midterm (Switch Pitch Group Project) and final project (Social Venture Group Project) will each synthesize several weeks of research and co-creation with your teams. Each presentation will be delivered in a compelling and concise oral and visual presentation to the audience of

instructors and guest critics. Specific deliverables defined below in “Grades & Assignment Deliverables” and specific grading criteria for each presentation to be determined by instructors separately.

### Guest Speakers

We will bring in guest lecturers and presenters — social entrepreneurs and subject-matter experts from the NYC startup community — to give you the skills and tools you’ll need as you get your business up and running. Guests will also join for team presentations to provide feedback (in addition to the instructors)

### Office Hours

The instructor team will be available for approximately 2 hours per week for office hours on a first come first served basis (2 hours total for both instructors). For the final Social Venture project, project teams are required to meet with a coach for office hours at least twice during Sections 3 and 4 of the class (weeks 7-14), and to attend office hours on the final day of the class (week 15) to discuss your individual contributions to the course. [See the end of the syllabus for the contact information to book office hours.](#)

## Texts, Videos and Resources for the Course

Online lectures and recommended texts:

- Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World, Jill Kickul & Tomas S. Lyons (*Readings from specific chapters will be scanned and uploaded to the shared folder/Brightspace*)
- The Donella Meadows Project Academy for Systems Change <https://donellameadows.org/systems-thinking-resources/>
- Systems Practice, The Omidyar Group, 2017; [https://drive.google.com/file/d/1InX\\_Xir5MwO4mihXVMFbeM7YbcWijYR\\_1/view?usp=sharing](https://drive.google.com/file/d/1InX_Xir5MwO4mihXVMFbeM7YbcWijYR_1/view?usp=sharing)
- Steve Blank’s “How to Build a Startup” videos: Sign up for a free Udacity account to view here: <https://www.udacity.com/course/how-to-build-a-startup--ep245>
- Lean Launchpad Customer Discovery Best Practices videos: <https://vimeo.com/groups/204136>
- [Talking to Humans](#) : Success starts with understanding your customers (Giff Constable and Frank Rimalovski)
- [Testing with Humans](#) : How to use experiments to drive faster, more informed decision making. (Giff Constable and Frank Rimalovski)
- Getting Beyond Better by Judith Rodin

- Iris+ generally accepted system for measuring, managing, and optimizing impact: <https://iris.thegiin.org/>
- Other articles and posts (various), outlined herein

## Grades & Assignment Deliverables:

### Attendance/Class Participation - 20% of final grade:

- Coming on time and prepared to each session
- Reading about guest speakers in advance, and asking questions of of them
- Actively asking questions and participating in group discussions and workshop/brainstorming sessions
- Verbally presenting and receiving constructive feedback during group presentations
- Volunteering to help other students inside and outside of class

### Other weekly assignments - 20% of final grade:

Assignments will be graded based on rigor, effort, proper documentation/presentation, and other assignment specific criteria (will be detailed prior to each assignment). Types of assignments include:

- Personal reflections
- Smaller research-based assignments

### Topics and Requirements for Switch Pitch & Final Social Venture Project

Thematic areas	<p>Projects must addresses a specific societal benefit within one of the following themes:</p> <ul style="list-style-type: none"> <li>● Education</li> <li>● Resilience/Climate</li> <li>● Population/Personal Health</li> <li>● Food/Food Access</li> </ul>
	<ul style="list-style-type: none"> <li>● Housing</li> <li>● Financial Inclusion</li> <li>● Other (choose your own adventure - must be preapproved by instructor prior to selecting this wildcard option)</li> </ul>

Other project criteria	<p>Projects (social ventures) must fit within the following scope:</p> <ul style="list-style-type: none"> <li>● US/Local based (wherever you are)</li> <li>● Must address both a compelling social/environmental impact (along a key theme above) as well as an individual customer/beneficiary impact</li> <li>● Ability to scale much bigger than person hours can support (e.g. a consultancy/agency would not do this)</li> <li>● Able to be implementable in near future (1-3 years) w/out massive policy/government intervention;</li> <li>● Can't primarily be based on philanthropy for financial viability (e.g. business model must generate other forms of revenue beyond donations/grants)</li> <li>● Ideally you're passionate about the problem;</li> </ul>
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**Midterm: "Switch Pitch" - 20% of final grade:**

Working in teams of ~3-5 (TBD based on enrollment), teams will pitch 2+ ideas for new social ventures which deliver both social/environmental benefits as well as solving individual customer/stakeholder needs. The purpose of the pitch is to compel your classmates to form teams around a subset of the ideas pitched which will form the basis of the final "New Social Venture Project" core assignment. *More details forthcoming.*

- **Deliver a slide deck and an 8 minute oral presentation** which covers: the topic overview, systems & stakeholder overview, what-if statements detailing problem & solution opportunity, how the solution would benefit both society and specific stakeholders/customers.
- **Switch pitch written report** which synthesizes research done to date for the project, and summarizes the opportunity for the team who chooses to pick up the venture as their final project focus
- **Individual contributor survey** which documents how each team member contributed to the project and provides constructive feedback to improve their performance for future group projects.

**Final: New Social Venture Project - 40% of final grade:**

Working in teams of ~3, teams will present their lessons learned for their new social ventures which deliver both social/environmental benefits as well as solving individual customer/stakeholder needs. The presentation will build from and synthesize insights about assumptions tested through the 35+ interviews during the project. For the final project teams will complete the following (*subject to change*):

- **35+ customer discovery interviews (weeks 7-13)**



You'll be expected to document interviews every other week in a google spreadsheet, and provide notes on who you met with, what customer segments they were from, key insights you uncover in a spreadsheet

- **Bi-Weekly Presentations (weeks 7-13)** - Bi-Weekly synthesis presentations on your learnings from interviews & reflections on your social venture's business model

<b>Guidelines for bi-weekly customer discovery presentations</b>	
<b>NOTE:</b> Bi-Weekly presentations are not intended to be a detailed report of what happened. Instead, teams should focus on presenting <b>INSIGHTS and surface open ended questions</b> to receive feedback on. Each presentation should follow the below structure ( <i>instructors will provide specific deliverables in advance of each presentation due date</i> ).	
Slide 1	Cover slide (team name, # of customers interviewed that week (# per customer segment if multi-sided market), 160character business thesis: [product/service] to help [specific customer] to solve [specific customer problem], and social impact you hope to achieve [social/environmental stakeholder problem])
Slide 2-n	What did you focus on this day during your interviews? <ul style="list-style-type: none"> <li>- Hypothesis: Here is what we thought</li> <li>- Experiments: So, here's what we did</li> <li>- Results: And here are the INSIGHTS we learned</li> <li>- Action: Here is what we are going to do next</li> </ul>
Slide n+1	Diagram outlining your assumptions for that day's topic (e.g., customer ecosystem map, user journey, etc.)
Slide n+2	Updated social business model canvas (SBMC) or value proposition canvas (VPC)
Slide n+3	List your 5 riskiest SBMC assumptions that you plan to test in the coming day
Slide n+4	List who you plan to speak with in the coming two weeks to test your assumptions

- **Final Presentation (weeks 14 & 15)** -

Deliver a slide deck and a 12 minute oral presentation which covers (but is delivered in a compelling way).

## Guidelines for final presentation

Slide 1	<p>Team Name &amp; a few lines of what your initial business thesis was and the size of the opportunity</p> <ul style="list-style-type: none"> <li>● Team members – name, background, expertise and your role for the team</li> <li>● Number of interviews completed since start of program</li> </ul>
Slide 2-n	<p>Social Business Model Canvas, Version 1. Here was our original business model.</p> <ul style="list-style-type: none"> <li>● Here's our initial target customer and value proposition</li> <li>● Here's our initial beneficiaries and social value proposition</li> </ul>
Slide n+1	<p>So, here's what we did (explain who you talked to, what key hypotheses you were testing)</p> <ul style="list-style-type: none"> <li>● So, here's what we learned (we were wrong/right about...) so then, ...</li> </ul>
Slide n+2	<p>Social Business Model Canvas, today's version. ● We iterated or pivoted... explain why and how</p>
Slide n+3	<p>Here's our product/solution</p> <ul style="list-style-type: none"> <li>● Here's the prototype of the solution and why we chose to create this type of prototype (what do we hope to learn from it)</li> <li>● What specific benefits does your solution provide</li> </ul>
Slide n+4	<p>Here's our theory of change</p> <ul style="list-style-type: none"> <li>● Goals, outputs, activities &amp; outcomes</li> <li>● Key impact metrics</li> </ul>
Slide n+5	<p>Market size &amp; competition</p> <ul style="list-style-type: none"> <li>● TAM, SAM, SOM diagram</li> <li>● Petal diagram w/ competitors, partners and substitutes</li> </ul>

Slide n+6	<p>An overview of financial needs:</p> <ul style="list-style-type: none"> <li>● Revenue model</li> <li>● Key anticipated key activities/costs/resources needed</li> <li>● Fundraising strategy (high-level) - i.e. how much capital may be needed and from what types of sources?</li> </ul>
Slide n+7	<p>Go or No-Go Decision (do you hope to proceed with the venture, or not?)</p>
Appendix	<ul style="list-style-type: none"> <li>● Citations (endnotes with numbering throughout; all assumptions noted and backed by informed data from both primary and secondary research)</li> <li>● <b>NOTE:</b> Some materials (sub bullets) may be covered in an appendix if they don't fit within 12 minute oral delivery, but each criteria listed above (Slide 1 through n+5) should be covered by at least one slide in the oral presentation</li> </ul>

- **Individual contributor survey (weeks 9 & 14)** which documents how each team member contributed to the project and provides constructive feedback to improve their performance for future group projects.

**Extra Credit - Up to 15%:**

To receive extra credit students may suggest a relevant activity to the instructors for approval. The activity must be approved by the instructors prior to completing the activity. In their request, students must:

- Describe the activity,
- Note the relevance to the course,
- Describe deliverables post activity, and
- Estimate the amount of work required to complete.

The instructors will assess whether the activity may be submitted as extra credit, and determine the grade % the extra credit may be worth (if completed successfully). Activities which may garner extra credit include those relevant to furthering the learnings and objectives of the course, including:

- Applying to an external Social Impact Grant, Fellowship, or Incubator/Accelerator Program/Competition (and sharing learning on the process with fellow students)

- Attending (virtually or in person) an external social impact/venture event and sharing the learnings with your fellow students
- Applying for internships to work for a social enterprise or social impact venture fund (and sharing learning on the process with fellow students)
- Conducting extra customer and stakeholder interviews and delivering a short presentation for feedback during office hours; Can take place only during sections 3 & 4 of the course (weeks 7-13), during weeks teams aren't expected to deliver weekly presentations

**Grading Schema:**

<b>Letter Grade</b>	<b>Points</b>
<b>A</b>	4.0 points
<b>A-</b>	3.7 points
<b>B+</b>	3.3 points
<b>B</b>	3.0 points
<b>B-</b>	2.7 points
<b>C+</b>	2.3 points
<b>C</b>	2.0 points
<b>C-</b>	1.7 points
<b>F</b>	0.0 points

**Student grades will be assigned according to the following criteria:**

**(A) Excellent:** Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

**(A-) Very good:** Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.

**(B+) Good:** Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.

**(B) Adequate:** Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.

**B-) Borderline:** Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in "good standing."

**(C-/+) Deficient:** Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

**(F) Fail:** Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

# Lean Startup Methodology

## Introduction

Steve Blank's 2013 article in HBR titled [Why the Lean Startup Changes Everything](#) begins:

“Launching a new enterprise—whether it’s a tech startup, a small business, or an innovation within a large corporation—has always been a hit-or-miss proposition. According to the decades-old formula, you write a business plan, pitch it to investors, assemble a team, introduce a product, and start selling as hard as you can. And somewhere in this sequence of events, you’ll probably suffer a fatal setback. The odds are not with you: As new research by Harvard Business School’s Shikhar Ghosh shows, 75% of all startups fail.

But recently an important countervailing force has emerged, one that can make the process of starting a company less risky. It’s a methodology called the “lean startup,” and it favors experimentation over elaborate planning, customer feedback over intuition, and iterative design over traditional “big design up front” development. Although the methodology is just a few years old, its concepts—such as “minimum viable product” and “pivoting”—have quickly taken root in the startup world, and business schools have already begun adapting their curricula to teach them.” Historically, we assumed startups were simply smaller versions of large companies, and we therefore believed that the strategy we should employ to build and run a startup should follow best practices for running large companies. What Steve and others have realized, however, is that in fact startups are *not* like big companies, and therefore we need *different* processes for building and growing them.

We now define a startup as a temporary organization designed to search for a repeatable and scalable business model. The emphasis on the search for a business model versus execution of a plan is the heart of the Lean Startup methodology.

Sections 3 and 4 of the course will heavily leverage the Lean Startup methodology, pushing teams to get out and talk to customers and quickly iterate and pivot based on the insights gleaned. Steve Blank and others have developed a curriculum called the Lean LaunchPad to help guide entrepreneurs through the Lean Startup process. It has been tested and proven at top universities like Stanford, UC-Berkeley, Columbia, NYU and many others, and through government-funded programs like the [National Science Foundation’s I-Corps](#), among others. The programming for course is based on the Lean LaunchPad curriculum with some changes to adapt it to our specific circumstances.

## Lean Startup Strategy

The Lean Startup methodology is based on 3 fundamental principles<sup>1</sup>:

### 1. Sketch your hypotheses:

Rather than engaging in months of planning and research, entrepreneurs accept that all they have on day one is a series of untested hypotheses— basically, good guesses. So instead of writing an intricate business plan, founders summarize their hypotheses in a framework called a [business model canvas](#). For the purpose of this course we'll be using the [Social Business Model Canvas](#). Essentially, this is a diagram of how a company creates value for itself, its customers and beneficiaries.

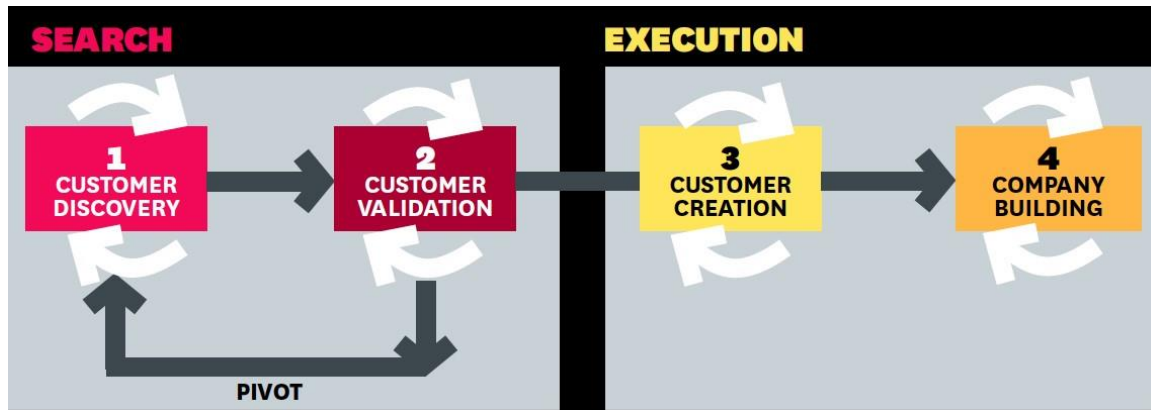
<sup>1</sup> Steve Blank, HBR May 2013: <http://bit.ly/blankHBRarticle> startup



### 2. Listen to customers:

Lean startups use a “get out of the building” approach called [customer development](#) to test their hypotheses. They go out and meet with potential users, purchasers, beneficiaries and partners running experiments to (in)validate all elements of the business model, including target customer definition, value propositions, pricing, distribution channels, and affordable customer acquisition strategies, etc. The emphasis is on experimentation, nimbleness and

speed: New ventures rapidly assemble minimum viable products and immediately test them with customers.



### 3. Quick, responsive development:

Lean startups practice something called agile development, which has taken root in the software industry over the last two decades. Agile development works hand-in-hand with customer development. Unlike typical yearlong product development cycles that presuppose knowledge of customers' problems and product needs, agile development eliminates wasted time and resources by developing the product iteratively and incrementally. It's the process by which startups create the minimum viable products they test. For more on the Lean Launchpad methodology and startup best practices read Steve's full article at [bit.ly/blankHBRarticle](http://bit.ly/blankHBRarticle).

#### The Process

As project teams go through the Lean Launchpad methodology during this course, you will be getting your hands dirty talking to customers, partners, and competitors, as you encounter the chaos and uncertainty of how a startup actually works. You'll work with your team to learn how to turn a great idea into a great company. You'll learn how to use a business model to brainstorm each part of a company and customer development to get out of the building to see whether anyone other than you has the problem you're trying to solve and would want/use your product. Finally, based on the customer and market feedback you gather, you will use agile development to rapidly iterate your product to build something customers would actually use and buy.

You will be expected to conduct at least 35 customer/partner/beneficiary interviews during the course (5+ per week from weeks 6-13). Each day will be a new adventure as you test each element of your business model and then share the hard earned knowledge with the other teams, instructors, and coaches.



## Weekly Activities & Assignments

NOTE: Expect adjustments to the schedule and assignments

Section 1:	<b>Foundations</b>
Week 1	<p><b>Monday, January 24:</b> Welcome &amp; Different Types of Social Enterprises</p> <ul style="list-style-type: none"> <li>• Learning Objectives:             <ul style="list-style-type: none"> <li>○ To introduce students to the course syllabus, expectations, and deliverables, and structure of the class</li> <li>○ Explore the definition and meaning of a social enterprise</li> <li>○ Understand different types of social enterprises and general social enterprise business models</li> <li>○ Introduction to Social Enterprise Business Model Canvas</li> </ul> </li> <li>• Deliverables due before class (including readings):             <ul style="list-style-type: none"> <li>○ Read:                 <ul style="list-style-type: none"> <li>▪ <b>Required: Syllabus in advance and come with questions</b></li> <li>▪ Required: Martin, Roger L., and Sally Osberg. "Social Entrepreneurship: The Case for Definition." <i>Stanford Social Innovation Review</i> 5, no. 2 (2007): 29–39. <a href="https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition">https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition</a></li> <li>▪ Required: Social entrepreneurship: What everyone needs to know®. Part 3: How can individuals prepare themselves to participate in the field of social entrepreneurship? pages 121-128. Link in <a href="#">Google Drive</a></li> <li>▪ Optional: The rise of the social enterprise, The 2018 Deloitte Global Human Capital Trends report; Link in <a href="#">Google Drive</a></li> <li>▪ Optional: Understanding Social Entrepreneurship, Chapter 2: Defining and Distinguishing Social Entrepreneurship, pages 12-27 <b>(To be added to Google Drive by 1-19-22)</b></li> </ul> </li> </ul> </li> <li>• Activities on day:             <ul style="list-style-type: none"> <li>○ Welcome and overview of course</li> <li>○ Lecture - Social enterprise &amp; business models intro</li> <li>○ Lecture - Intro to Social Enterprise</li> <li>○ Activity: Introductions-( 3-Ps) In small groups, Students share three facts about themselves: something personal (not too personal), something professional and something peculiar.</li> </ul> </li> </ul>
Week 2	<p><b>Monday, January 31:</b> Policy &amp; Infrastructure - What does NYC ecosystem offer for enterprises; Business Models</p> <ul style="list-style-type: none"> <li>• Learning Objectives:             <ul style="list-style-type: none"> <li>○ To explore how public policy affect the impact of social enterprises</li> <li>○ To expose students to the NYC social enterprise ecosystem</li> </ul> </li> </ul>

- Deliverables due before class (including readings):
  - Read:
    - Required: Lisa Witter and Odette Chalaby, “Eight Tips for Communicating Ideas to Busy Policymakers,” *Stanford Social Innovation Review*, December, 2018. Available at [https://ssir.org/articles/entry/eight tips for communicating ideas to busy policymakers](https://ssir.org/articles/entry/eight_tips_for_communicating_ideas_to_busy_policymakers)
    - Required: What are Impact Business Models? B Labs Impact Framework: ([https://kb.bimpactassessment.net/en/support/solutions/articles/43000574685-what-are-impactbusiness-models-;](https://kb.bimpactassessment.net/en/support/solutions/articles/43000574685-what-are-impactbusiness-models-)) And read Impact Business Models in the B Impact Assessment - <https://drive.google.com/file/d/12dg8nSiMXkgTSr8sYapxdl06DTEy8ck/view?usp=sharing>
    - Required Reference: Reason Street, Business Model Library: <https://reasonstreet.co/businessmodel-library/>
    - Optional: Frank R. Baumgartner, “Some Thoughts on Reform Miracles,” [https://fbaum.unc.edu/papers/Baumgartner Reform Miracles.pdf](https://fbaum.unc.edu/papers/Baumgartner_Reform_Miracles.pdf)
  - Prepare (more details will be given by the end of previous class):
    - Individual Reflection:
      - What specific social or environmental issues are you highly passionate about, and respond to the prompts. Why is this important to you?
      - Case Study Reflection: Pick two social entrepreneurs in the same sector (an issue you’re passionate about) who are inspiring to you and respond to the prompts. Ensure both entrepreneurs you choose have taken radically different approaches or have significantly different worldviews, which have informed their success.
  - Activities on day
    - Lecture: Policy & Infrastructure for Social Ventures
    - Guest speaker: Sander Dolder, [Senior Vice President, New York City Economic Development Corporation](#)
    - Discussion: Social Venture Business Models Case Studies

<p>Week 3</p>	<p><b>Monday, February 7:</b> Problem definition; Systems &amp; Stakeholders</p> <ul style="list-style-type: none"> <li>• Learning Objectives: <ul style="list-style-type: none"> <li>○ Understand systems modeling frameworks (stocks &amp; flows and goals of systems) and stakeholder/actor mapping</li> <li>○ How to define a systems problem vs. a customer problem</li> </ul> </li> <li>• Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Read: <ul style="list-style-type: none"> <li>▪ Required: Donella H. Meadows, Excerpted from Thinking In Systems, by Dana Meadows, Chapter II - The Basics; 3/03/13; <a href="https://donellameadows.org/wp-content/userfiles/bathtubs101.pdf">https://donellameadows.org/wp-content/userfiles/bathtubs101.pdf</a></li> <li>▪ Required: Systems Practice, The Omidyar Group, 2017; Pgs. 11 &amp; 16-49; <a href="https://drive.google.com/file/d/1InX_Xir5MwO4mihXVMFEM7YbcWijYR1/view?usp=sharing">https://drive.google.com/file/d/1InX_Xir5MwO4mihXVMFEM7YbcWijYR1/view?usp=sharing</a></li> </ul> </li> <li>○ View <ul style="list-style-type: none"> <li>▪ Open University Diagrams (View all - Introduction through to all types of diagrams: Rich Picture to Multiple Cause; 17 mins total): <a href="http://www2.open.ac.uk/openlearn/diagramming/index.html#">http://www2.open.ac.uk/openlearn/diagramming/index.html#</a></li> </ul> </li> <li>○ Prepare (more details will be given by the end of previous class): <ul style="list-style-type: none"> <li>▪ Individual case study reflection (Reference above for Week 2 readings: B Impact Assessment - V6, Reason Street Business Model Libraries)</li> <li>▪ Pick a problem area (w/in impact themes on pg. 8 of syllabus)</li> <li>▪ Choose 3 different enterprises (startups, large enterprises etc.) that solve for the specific area of impact you chose, which each have significantly different business models</li> <li>▪ Define the general business model for each enterprise (how does the business create value for itself as well as its customers and beneficiaries); Does it fit into a Reason Street business model?</li> <li>▪ Define the general impact model (what non-financial social/environmental impact does the business create for its beneficiaries; What is the scale of change); Does it fit into a B Lab impact business model?</li> </ul> </li> <li>○ In Groups: High-level opportunities statements for different topics &amp; passion areas (<i>more specific prompts will be given by the end of previous class</i>)</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Assess complexity of your challenge (<i>reference pg. 10 from Systems Practice, The Omidyar Group above</i>)</li> <li>▪ Define a Guiding Star and Near Star for the opportunity (<i>reference pg. 16-18 from Systems Practice, The Omidyar Group above</i>)</li> <li>▪ Develop a Framing Question for your impact area (<i>reference pg. 20-21 from Systems Practice, The Omidyar Group above</i>)</li> </ul> <ul style="list-style-type: none"> <li>• Activities on day: <ul style="list-style-type: none"> <li>○ Overview of Switch Pitch Deliverable, and Lecture/Workshops - Systems vs. customer problems,</li> <li>○ Lecture - Intro to customer segments,</li> <li>○ Lecture/Workshops - Systems &amp; actor mapping frameworks</li> </ul> </li> </ul>
Section 2:	<b>Topic Immersion</b>
Week 4	<p><b>Monday, February 14: Idea Jam</b></p> <ul style="list-style-type: none"> <li>• Learning Objectives: <ul style="list-style-type: none"> <li>○ Explore high-level existing opportunities for social innovation w/in several sectors</li> <li>○ How to define gaps and opportunities in systems problems - learn from social entrepreneurs</li> <li>○ Explore generative - ideation brainstorming techniques</li> </ul> </li> <li>• Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Read: <ul style="list-style-type: none"> <li>▪ Required: Donella Meadows, <a href="https://www.thehousewire.com/pubs/Leverage_points.pdf">https://www.thehousewire.com/pubs/Leverage_points.pdf</a></li> <li>▪ Required: FSG, Guide to Actor Mapping, FSG.org, pgs. 12-31; <a href="https://drive.google.com/file/d/19ZfIJxQw1O5SPuHyIn-jeJpbQPaxNG9/view?usp=sharing">https://drive.google.com/file/d/19ZfIJxQw1O5SPuHyIn-jeJpbQPaxNG9/view?usp=sharing</a></li> <li>▪ <i>Required (same reading as last week):</i> Systems Practice, The Omidyar Group, 2017; Pgs. 11 &amp; 16-49; <a href="https://drive.google.com/file/d/1InX_Xir5MwO4mihXVMFbeM7YbcWiiYR1/view?usp=sharing">https://drive.google.com/file/d/1InX_Xir5MwO4mihXVMFbeM7YbcWiiYR1/view?usp=sharing</a></li> </ul> </li> <li>○ Prepare (<i>more details will be given by the end of previous class</i>): <ul style="list-style-type: none"> <li>▪ Draft 1 - Systems map and overlaid causal diagram (on assigned topic areas); (<i>reference Steps 1-5 in creating your systems maps, from Systems Practice, The Omidyar Group, pgs 24-49</i>)</li> <li>▪ Draft 1 - Actor Map &amp; <a href="#">Power/Interest Grid</a> (on assigned topic areas)</li> <li>▪ Draft 1 - Identification of some potential leverage points for positive change to reach guiding and near star</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Be prepared to present the items above in 2 minutes, w/in small groups (have maps and leverage points available for viewing on paper or on your computer) <ul style="list-style-type: none"> <li>○ What system did you focus on; Framing Question, Guiding and Near Star</li> <li>○ Concisely share a few of the following (whatever you believe may be MOST relevant in understanding the system): Key root causes, negative/positive feedback loops, key actors, key potential leverage points</li> </ul> </li> <li>• Activities on day: <ul style="list-style-type: none"> <li>○ 2-min presentations of “problem” areas for customer &amp; societal beneficiaries (different topics/passion areas) <ul style="list-style-type: none"> <li>▪ (NYU) Founder Panel: How You Found Your Starting Point: Guest speakers TBA</li> <li>▪ What-if brainstorm (yes and)</li> </ul> </li> </ul> </li> </ul>
<p>Week 5</p>	<p><b>Monday, February 28: MIDTERM: Switch Pitch &amp; Teams</b></p> <ul style="list-style-type: none"> <li>• Learning Objectives: <ul style="list-style-type: none"> <li>○ Inspiration for opportunities to explore through social ventures</li> <li>○ Presenting and receiving feedback on ideas</li> </ul> </li> <li>• Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ View: <a href="#">Patrick Lencioni: The 5 Dysfunctions of a Team Animated Book Summary</a> (3:22)</li> <li>○ Read: <ul style="list-style-type: none"> <li>▪ Reference: Systems Practice, The Omidyar Group, 2017; Pgs. 62-72: <a href="https://drive.google.com/file/d/1InX_Xir5MwO4mi_hXVMFbeM7YbcWijYR1/view?usp=sharing">https://drive.google.com/file/d/1InX_Xir5MwO4mi_hXVMFbeM7YbcWijYR1/view?usp=sharing</a></li> </ul> </li> <li>○ Prepare: <i>(More details will be given by the end of previous class)</i> <ul style="list-style-type: none"> <li>○ Switch pitch written report – opportunity exploration summary <ul style="list-style-type: none"> <li>▪ Guiding Star and Near Star for the opportunity</li> <li>▪ Framing Question for your impact area</li> <li>▪ Draft 2 - Systems map and overlaid influence/multiple-cause diagram (on assigned topic areas)</li> <li>▪ Draft 2 - Actor Map &amp; Power/Interest Grid (on assigned topic areas)</li> <li>▪ Draft 2 - Identification of some potential leverage points for positive change to reach guiding and near star</li> </ul> </li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ “What-if” opportunities statements for new business “ideas” which can address a specific leverage point in the system (one idea per team member minimum)</li> </ul> </li> <li>○ Switch pitch presentation (slides and 10-minute oral presentation, which tells the story leading up to how you identified your “what-if” opportunities statements.</li> </ul> </li> <li>• Activities on day: <ul style="list-style-type: none"> <li>○ Switch pitch presentation (slides and 5 minute oral presentation + 5 minutes feedback) <ul style="list-style-type: none"> <li>▪ Guest critics: TBA</li> </ul> </li> <li>○ Lecture: Venture Problem Statement Framework</li> <li>○ Lecture: Building effective teams</li> <li>○ Post class - Team Formation (rank your favorite projects to work on)</li> </ul> </li> </ul>
Section 3:	<b>Venture Creation &amp; Customer Development</b>
Week 6	<p><b>Monday, March 7:</b> Customer Segments &amp; Customer Discovery</p> <ul style="list-style-type: none"> <li>• Learning Objectives: <ul style="list-style-type: none"> <li>○ Create and refine actionable and specific problem statements</li> <li>○ Best practices working in teams</li> </ul> </li> <li>• Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Read <ul style="list-style-type: none"> <li>▪ Required: Giff Constable, Talking to humans: success starts with understanding your customers, <a href="https://www.talkingtohumans.com/">https://www.talkingtohumans.com/</a></li> <li>▪ Required: Fay Twersky, Phil Buchanan, &amp; Valerie Threlfall, “Listening to Those Who Matter Most, the Beneficiaries,” Stanford Social Innovation Review, March 2013 <a href="https://ssir.org/articles/entry/listening_to_those_who_matter_most_the_beneficiaries#">https://ssir.org/articles/entry/listening_to_those_who_matter_most_the_beneficiaries#</a></li> <li>▪ Optional: HBR: “Why the Lean Start-Up Changes Everything” <a href="https://hbr.org/2013/05/why-the-lean-start-upchanges-everything">https://hbr.org/2013/05/why-the-lean-start-upchanges-everything</a></li> <li>▪ Optional: Steveblank.com: “What’s a Startup? First Principles”; <a href="https://steveblank.com/2010/01/25/whats-astartup-first-principles/">https://steveblank.com/2010/01/25/whats-astartup-first-principles/</a></li> </ul> </li> <li>○ View <ul style="list-style-type: none"> <li>▪ Required: Lean Launchpad Customer Discovery Videos CD43, CD30, CD31 &amp; CD32 (15 mins)</li> <li>▪ Optional: Watch Lessons 1 - 4 of Steve Blank’s “How to Build a Startup” videos on Udacity (60- 90 minutes) [You’ll have to sign up for a free account to access these]</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Prepare (more details will be given by the end of previous class) <ul style="list-style-type: none"> <li>▪ Refine your what-if statement into a first business thesis!</li> <li>▪ First problem definition worksheet</li> </ul> </li> <li>● Activities on day: <ul style="list-style-type: none"> <li>○ Lecture: Customer Segments/Beneficiaries II</li> <li>○ Lecture: Talking to Humans</li> <li>○ Guest Speaker TBA</li> </ul> </li> </ul>
Week 7	<p><b>Monday, March 21: Mapping Assumptions</b></p> <ul style="list-style-type: none"> <li>● Learning Objectives: <ul style="list-style-type: none"> <li>○ Identify which customers/stakeholders you hope to interview</li> <li>○ Refine problem statement</li> <li>○ Learn how to map assumptions</li> </ul> </li> <li>● Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Read: <ul style="list-style-type: none"> <li>▪ Required: <a href="http://steveblank.com">steveblank.com</a>: “A Startup is Not a Smaller Version of a Large Company”</li> <li>▪ Optional (but VERY helpful): <a href="http://jasonevanish.com">jasonevanish.com</a>: “95 Ways to find your first customers for customer development or your first sale”</li> </ul> </li> <li>○ View: <ul style="list-style-type: none"> <li>▪ Required: Lean Launchpad Customer Discovery Videos – how to conduct effective interviews: CD01, <a href="#">CD02</a>, <a href="#">CD03</a>, <a href="#">CD04</a>, <a href="#">CD09-10</a>, <a href="#">CD12</a>, <a href="#">CD13</a>, <a href="#">CD16-17</a>, <a href="#">CD18-19</a>, <a href="#">CD22</a>, <a href="#">CD25-26</a>, <a href="#">CD27</a>, <a href="#">CD28</a>, <a href="#">CD33</a>, <a href="#">CD34</a></li> </ul> </li> <li>○ Prepare: First Bi-Weekly team presentation (more details will be given by the end of previous class): <ul style="list-style-type: none"> <li>▪ First draft of venture problem statements</li> <li>▪ Customer ecosystem</li> <li>▪ Customer archetype</li> </ul> </li> </ul> </li> <li>● Activities on day: <ul style="list-style-type: none"> <li>○ Bi-weekly team presentations (break into two groups): <ul style="list-style-type: none"> <li>▪ Refined Problem Statement</li> <li>▪ Interview findings (assumptions etc.)</li> <li>▪ Customer segment archetype</li> <li>▪ Customer ecosystem</li> </ul> </li> <li>○ Workshop: Assumptions mapping workshop</li> <li>○ Guest Critics/Facilitators: TBA</li> </ul> </li> </ul>

Week 8	<p><b>Monday, March 28: Mission, Vision &amp; Values: Culture &amp; doing good, Social Value Propositions (Impact)</b></p> <ul style="list-style-type: none"> <li>• Learning Objectives: <ul style="list-style-type: none"> <li>○ Understand the cornerstone of all social enterprises – Mission, vision, and values</li> <li>○ Learn how to craft powerful mission and vision statements</li> <li>○ How to establish an integrated strong sense of culture</li> </ul> </li> <li>• Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Read: <ul style="list-style-type: none"> <li>▪ Required: Understanding Social Enterprises, What is Your Vision and Mission (link to be provided)</li> <li>▪ Required: HBS Working Knowledge: “Clay Christensen’s Milkshake Marketing</li> </ul> </li> <li>○ View: <ul style="list-style-type: none"> <li>▪ Required: Simon Sinek, Start with Why -- How Great Leaders Inspire Action</li> </ul> </li> <li>○ Prepare (more details will be given by the end of previous class): <ul style="list-style-type: none"> <li>▪ Social Enterprise Business Model Canvas</li> <li>▪ List of assumptions w/in SBMC</li> </ul> </li> </ul> </li> <li>• Activities on day: <ul style="list-style-type: none"> <li>○ Lecture: Mission, vision &amp; values</li> <li>○ Panel: Integrating strong culture into DNA: Guests TBA</li> <li>○ Lecture: Value Props Part 1 - Social Value propositions</li> </ul> </li> </ul>
Section 5:	<p><b>Triple Bottom Line Impact and Final Presentations</b></p>
Week 9	<p><b>Monday, April 4: Value Propositions 2 - Customer Value Propositions, Revenue Models</b></p> <ul style="list-style-type: none"> <li>• Learning objectives: <ul style="list-style-type: none"> <li>○ Understand what makes for a strong value proposition to customers</li> <li>○ Delivering on social/environmental value propositions</li> </ul> </li> <li>• Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Read: <ul style="list-style-type: none"> <li>▪ Required: paulgraham.com: Do Things that Don’t Scale</li> <li>▪ Optional: Nielsen Norman Group: When and How to Create Customer Journey Maps</li> </ul> </li> <li>○ View: <ul style="list-style-type: none"> <li>▪ Required: How to Build a Startup, Revenue Streams (Lesson 9)</li> </ul> </li> </ul> </li> <li>• Prepare: Bi-Weekly Venture Presentation (more details will be given by the end of previous class):</li> <li>• Activities on day:</li> </ul>



	<ul style="list-style-type: none"> <li>○ Lecture: Value Props Part 2 - Customer Value propositions</li> <li>○ Lecture: Revenue Models</li> <li>○ Weekly Venture Presentations (2 groups; 5 minutes + slides) <ul style="list-style-type: none"> <li>▪ Guest for feedback: TBA</li> </ul> </li> </ul>
Week 10	<p><b>Monday, April 11: Business structures - B-Corps, Non-Profits, Coops etc. &amp; Voluntary (non-legal) standards/certifications &amp; Prototyping Part I</b></p> <ul style="list-style-type: none"> <li>● Learning Objectives: <ul style="list-style-type: none"> <li>○ Typical features of common legal forms for social enterprise, ie. Corporation, Limited Liability Company/Limited Liability Partnership (LLC/LLP), Nonprofits</li> <li>○ Explore how socially-driven for profit balance mission and profits</li> <li>○ Key considerations for choice of legal form</li> <li>○ Understand value of experimentation and different methods of experimentation &amp; prototyping</li> </ul> </li> <li>● Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Readings: <ul style="list-style-type: none"> <li>▪ Required: Jim Fructerman, “For Love or Lucre,” Stanford Social Innovation Review, Spring 2011; available at <a href="https://ssir.org/articles/entry/for_love_or_lucre">https://ssir.org/articles/entry/for_love_or_lucre</a></li> <li>▪ Optional: Haigh, Nardia, et al. “Hybrid Organizations as Shape-Shifters: Altering Legal Structure for Strategic Gain.” California Management Review, Link in Brightspace</li> <li>▪ Optional: Marjorie Kelly &amp; Karen Kahn; The Case for Investing in Employee Ownership, SSIR, Jan 22: <a href="https://ssir.org/articles/entry/the_case_for_investing_in_employee_ownership">https://ssir.org/articles/entry/the_case_for_investing_in_employee_ownership</a></li> </ul> </li> <li>○ Prepare (more details will be given by the end of the previous class) <ul style="list-style-type: none"> <li>▪ Value proposition canvas</li> <li>▪ Social value proposition canvas</li> <li>▪ Revenue model assumptions worksheet</li> </ul> </li> <li>○ Activities on day: <ul style="list-style-type: none"> <li>▪ Lecture: Business Structures</li> <li>▪ Guest panel): TBA</li> <li>▪ Lecture: Prototyping &amp; Experimentation</li> </ul> </li> </ul> </li> </ul>
Week 11	<p><b>Monday, April 18: Prototyping Part II</b></p> <ul style="list-style-type: none"> <li>● Learning Objectives: <ul style="list-style-type: none"> <li>○ KISS (Keep It Simple Students) when prototyping</li> </ul> </li> <li>● Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Read: <ul style="list-style-type: none"> <li>▪ Required: Testing with Humans: ALL</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Optional: TechCrunch: Our Dangerous Obsession with the MVP, Bill Aulet</li> <li>▪ Optional: steveblank.com: An MVP is not a Cheaper Product</li> <li>○ View: <ul style="list-style-type: none"> <li>▪ Optional: Stanford eCorner: Quick &amp; Frequent Product Testing and Assessment</li> </ul> </li> <li>▪ Prepare: Bi-Weekly Team Presentations (more details will be given by the end of previous class): <ul style="list-style-type: none"> <li>• Value Prop canvas (or equivalent)</li> </ul> </li> <li>• Activities <ul style="list-style-type: none"> <li>○ Bi-Weekly Presentations</li> <li>○ Guest facilitators: Prototyping &amp; experiments: TBA</li> <li>○ Prototype brainstorm</li> </ul> </li> </ul>
Week 12	<p><b>2 Monday, April 25: Theory of Change, Costs, Activities &amp; Resources</b></p> <ul style="list-style-type: none"> <li>• Learning Objectives: <ul style="list-style-type: none"> <li>○ To test the feasibility of your social enterprise</li> <li>○ To identify deliverables, needs of beneficiaries, and expected costs.</li> <li>○ To identify Financial Goals, and the Deliverables and Costs to assist in operationalizing your social enterprise.</li> <li>○ Discuss the concept of mission drift</li> </ul> </li> <li>• Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Prepare (more details will be given by the end of previous class): <ul style="list-style-type: none"> <li>▪ First prototype &amp; experiment results due</li> </ul> </li> <li>○ View: <ul style="list-style-type: none"> <li>▪ Required: How to Build a Startup (Note you'll have to create a free account to view): Resources, Activities &amp; Costs (Lesson 11)</li> </ul> </li> <li>○ Read: <ul style="list-style-type: none"> <li>▪ Required: W.K. Kellogg Foundation Logic Model Development Guide - chapters 1-3 at <a href="https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide">https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide</a></li> <li>▪ Required: Maoz Brown, Unpacking Theory of Change; SSIR Fall 2020: <a href="https://drive.google.com/file/d/1FrgqQbTidCiF3LZds8hTFdDWKCZqNfLd/view?usp=sharing">https://drive.google.com/file/d/1FrgqQbTidCiF3LZds8hTFdDWKCZqNfLd/view?usp=sharing</a></li> <li>▪ Optional: Sean Greene, A Short Guide to Impact Investing, 2014; chapters 1-5; a quick introduction to impact investing on Brightspace and available at <a href="https://casefoundation.org/resource/shortguide-impact-investing/">https://casefoundation.org/resource/shortguide-impact-investing/</a></li> <li>▪ Optional: Paul Brest, and Kelly Born, "When Can Impact Investing Create Real Impact?" Stanford Social Innovation</li> </ul> </li> </ul> </li> </ul>

	<p>Review, Fall 2013. Available at <a href="https://ssir.org/articles/entry/impact_investing">https://ssir.org/articles/entry/impact_investing</a></p> <ul style="list-style-type: none"> <li>▪ Optional: KissMetrics: Using Lean Analytics Principals to Build a Strong Company</li> </ul> <ul style="list-style-type: none"> <li>• Activities on day: <ul style="list-style-type: none"> <li>○ Activities on day:</li> <li>○ Lecture: Costs, Activities &amp; Key Resources</li> <li>○ Lecture &amp; Workshop: Theory of Change &amp; Impact Metrics</li> </ul> </li> </ul>
Week 13	<p><b>Monday, May 2: Access to financing &amp; Markets &amp; Competition</b></p> <ul style="list-style-type: none"> <li>• Learning Objectives: <ul style="list-style-type: none"> <li>○ To identify different forms of financing options</li> <li>○ Explore strategies to raising capital</li> <li>○ To discuss emerging trends in clearing the financing hurdle</li> <li>○ To discuss the inequities within the funding landscape</li> <li>○ Discuss which key impact metrics you hope to achieve</li> </ul> </li> <li>• Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Read: <ul style="list-style-type: none"> <li>▪ Required: Reason Street, Capital Library: <a href="https://reasonstreet.co/capital-library/">https://reasonstreet.co/capital-library/</a></li> <li>▪ Required: steveblank.com: “A New Way to Look at Competitors”</li> <li>▪ Required: pmarchive.com: “Part 4: The only thing that matters”</li> <li>▪ Optional: Alexandra Aquino-Fike and Reavey Fike, “How to Make Crowdfunding More Inclusive,” Stanford Social Innovation Review, Winter 2016. Available at <a href="https://ssir.org/articles/entry/how_to_make_crowdfunding_more_inclusive">https://ssir.org/articles/entry/how_to_make_crowdfunding_more_inclusive</a>.</li> <li>▪ Optional: Jennifer Ceema Samimi, “Funding America’s Nonprofits: The Nonprofit Industrial Complex’s Hold on Social Justice;” Columbia Social Work Review, 2010; Available at <a href="https://academiccommons.columbia.edu/doi/10.7916/D8QC0DC7">https://academiccommons.columbia.edu/doi/10.7916/D8QC0DC7</a></li> <li>▪ Optional: Cheryl Dorsey, Peter Kim, Cora Daniels, Lyell Sakaue, and Britt Savage, “Overcoming the Racial Bias in Philanthropic Funding,” Stanford Innovation Review, May 4, 2020; available at <a href="https://ssir.org/articles/entry/overcoming_the_racial_bias_in_philanthropic_funding">https://ssir.org/articles/entry/overcoming_the_racial_bias_in_philanthropic_funding</a></li> <li>▪ Optional: Kapur, N. I want Optional: I Want My Money back. Medium. Retrieved January 11, 2022, from</li> </ul> </li> </ul> </li> </ul>

	<p><a href="https://grayscale.vc/i-want-my-money-back8e70f0fe897d1">https://grayscale.vc/i-want-my-money-back8e70f0fe897d1</a>   Want My Money Back</p> <ul style="list-style-type: none"> <li>▪ Optional: Kapur, N. Must-do Unit Economics analysis for a Startup — Part 2. Medium. Retrieved January 11, 2022, from <a href="https://grayscale.vc/must-do-uniteconomics-analysis-for-a-startup-part-2-cffb7fb91064">https://grayscale.vc/must-do-uniteconomics-analysis-for-a-startup-part-2-cffb7fb91064</a>; Must-do Unit Economics analysis for a Startup—Part 2</li> <li>○ Prepare: Final Presentation Rough Drafts Due, with specific focus on (more details will be given by the end of class on week 12): <ul style="list-style-type: none"> <li>▪ Theory of change</li> <li>▪ Activities, resources &amp; costs</li> <li>▪ Draft budget</li> </ul> </li> <li>● Activities on day: <ul style="list-style-type: none"> <li>○ Overview of fundraising/grant options</li> <li>○ Guest speakers (options for fundraising/grants): TBA</li> <li>○ Competition &amp; Market sizing</li> </ul> </li> </ul>
Week 14	<p><b>Monday, May 9: Final Presentations</b></p> <ul style="list-style-type: none"> <li>● Learning Objectives:</li> <li>● Deliverables due before class (including readings): <ul style="list-style-type: none"> <li>○ Prepare (more details will be given by the end of class on week 12): <ul style="list-style-type: none"> <li>▪ Final Venture Presentation</li> <li>▪ Opportunity, Solution and Go/No Go Decision</li> </ul> </li> </ul> </li> <li>● Activities on day: <ul style="list-style-type: none"> <li>○ Final presentations</li> <li>○ Resources at NYU to create a social venture! ○ Feedback from guests: TBA</li> </ul> </li> </ul>
Week 15	<p><b>Monday, May 16: Office Hours - Final Individual Team Feedback</b></p> <ul style="list-style-type: none"> <li>● Deliverables due before class: <ul style="list-style-type: none"> <li>○ Individual contributions to assignment &amp; peer reviews</li> </ul> </li> </ul>

## Course Rules and Requirements

### Participation

As stated in the syllabus this is a highly experiential learning course. Active participation is paramount and is worth 20% of your grade. Students will be expected to share their point of view, engage in constructive discourse and provide and receive constructive feedback. They will also be expected to proactively ask questions, volunteer to help others in class, and contribute to a positive, respectful learning environment for their fellow classmates by fostering an inclusive and welcoming learning atmosphere.

**Absences:**

Attendance will be taken for each class. As active participation is an important element of your grade, so is attendance. Approved absences will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally hectic schedules. Approved absences must be requested in advance (or as close to the class time as possible in case of emergency) and will be approved at the discretion of the instructors. All unexcused absences will reflect negatively in the participation grade for the class. Any more than three absences will result in a zero for the attendance/participation portion of your grade (worth 20% of your total grade).

**Group Work:**

The majority of in-class activities and assignments will involve group work. You are expected to work cooperatively in such groups and to be an individual contributor to the group process. Group dynamics will be observed and will also contribute to the class participation portion of your grade. Each group member will grade both their own and their co-group members' contribution to the team efforts and deliverables.

**Late Submission Policy for Assignments**

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally hectic schedules. Late submissions must be requested in advance of due dates and will be approved at the discretion of the instructors. Late assignments without pre-approved extensions will be penalized up to 20% per 24-hour period.

**A Note on Culture**

Startups communicate much differently than inside a university or a large company, and the style of communication is likely dramatically different from the culture you are familiar with. While we recognize these are student projects not startups you'll be focused on, during presentation feedback, the instructors and guest critics will take a socratic approach to structure conversations and learnings in order to challenge your thinking. At times it can feel brusque and impersonal, but in reality, it is focused and oriented to create immediate action in time- and cash-constrained environments. We have limited time and we will push, challenge, and question you in the hope you will quickly learn. We will be direct, open, and tough – in order to challenge your assumptions and biases, and point out gaps in your logic and thinning, in particular about your final social venture projects.

We also expect you to question us, challenge our point of view if you disagree, and engage in a real dialog with the instructors and guest coaches. This approach is designed to help you adapt your thinking quickly and objectively, and to help you appreciate that entrepreneurs need to learn and evolve faster than you ever imagined possible.

When you present, we will be interrupting you during the updates for several reasons, including the following:

- Not understanding the concepts you're presenting through your oral/visual presentations
- Not conducting enough interviews or not focusing interviews on insights & learning
- Selling/pitching your idea, rather than reporting on your customer discovery
- Getting stuck in the mud - holding tight to an assumption or idea, rather than challenging your thinking
- Not conveying your Value Propositions/Customer Segments sufficiently to warrant moving on to the rest of the SBMC

### **Success Factors**

Your success in the class will depend on a consistent culture and set of beliefs among the class participants.

- Respect for each other and the shared learning environment where no one person (including the instructors) have all the answers
- A mindset of hypothesis testing, not execution
- Active participation by all members of the class ● All of you are accountable for your team performance ● Fast paced!
- You won't find the answers talking to your teammates or on Google, so get outside of the building and meet with customers, stakeholders and beneficiaries
- Your idea/invention/technology/product is not a company; it's one of the building blocks
- We use the Social Business Model Canvas to track our assumptions
- We use customer interviews to test those assumptions
- We expect that the majority of your initial assumptions are wrong
- Failure (e.g., invalidation of hypotheses) is celebrated
- Iterations and pivots are the norm and should be embraced when warranted

Bring an open mind, positive attitude and a sense of humor—we're all here to learn together!

## Wagner School Policies

The course will be subject to all Wagner School policies including those regarding [Withdrawals and Incompletes](#).

### Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

**Henry and Lucy Moses Center for Students with Disabilities at NYU** Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

### NYU's Calendar Policy on Religious Holidays

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## Tools and Resources for the Course

### NYU Brightspace

All announcements, resources, and assignments will be delivered through the NYU Brightspace site. I may modify assignments, readings, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

### Google Drive Folder:

The class will use a common Google Drive folder for certain shared materials (in addition to Brightspace). Materials which can be found/should be placed here by students include:

- **Instructor Teaching Slides:** Will be available to students after each class presentation, and will be available by noon the day after presented in class.
- **Google Slide Decks:** For in class presentations, students will be expected to deliver their presentations using a Google Slide deck, which will be updated and built upon each week, predominantly during sections 3 & 4 of the course.
- **Worksheets:** Frameworks to help students explore various aspects of developing business models for their social venture projects.  
Worksheets will be available in the shared google drive folder.

### Social Enterprise Business Model Canvas

For the purpose of this course we'll be using the [Social Business Model Canvas](#). Essentially, this is a diagram of how a company creates value for itself, its customers and beneficiaries.

### Technology Support

Students have 24/7 support to NYU's IT services. Explore the [NYU servicelink knowledgebase](#) for troubleshooting and student guides for all NYU supported tools (like NYU Brightspace, Zoom, etc). Contact [askIT@nyu.edu](mailto:askIT@nyu.edu) or 1-212-998-3333 (24/7) for technology assistance, or you may contact [Zoom's 24/7 technical support](#) (this includes a chat function), or Review [Zoom's support resources](#).

Don't forget, your peers are another source of support. You could ask a friend or classmate for help or tips.

## About the Instructors

### De-Ann Abraham

- Adjunct Professor of Public Service
- Robert F. Wagner Graduate School of Public Service
- Programs Manager at NYU Entrepreneurial Institute
- New York University
- Office Hours: By Appointment via <https://go.oncehub.com/DeAnnAbraham> (if no appointment can be scheduled in a timely manner, please contact De-Ann by email)
- Cell Phone: 646-675-3528
- Email: [da2957@nyu.edu](mailto:da2957@nyu.edu)
- LinkedIn:<https://www.linkedin.com/in/de-ann-abraham-20b05b56/>



At the NYU Entrepreneurial Institute, De-Ann leads the Institute's Female Founders Events, Sponsorships and Bootcamps programs and serves as the Campus Director for the Blackstone LaunchPad Program. She is also the Chief Strategy Officer at I Have A Right Foundation, a nonprofit working at the intersection of youth empowerment and girl leadership through entrepreneurship. Previously, De-Ann was a management and corporate innovation strategy consultant in the public, private, and social innovation sectors working with clients such as the Sumitomo Corporation, GAF, World Bank, Omidyar Network, and Lab@OPM. De-Ann is a returned peace corps volunteer.

De-Ann is an executive board member of the Pleiades Network, Advisory Board Member at VisionVoice, and Mentor at Founders Institute. She holds a Bachelor's degree in Molecular Biology and minors in Chemistry and Sociology from the University of Tampa and a M.S degree in Nonprofit Management with a concentration in Social Innovation from The New School.

#### **Rebecca Gard Silver**

- Adjunct Professor of Public Service
- Robert F. Wagner Graduate School of Public Service
- Director NYU Entrepreneurial Institute
- New York University
- Office Hours: By Appointment via <https://go.oncehub.com/RebeccaSilver> (if no appointment can be scheduled in a timely manner, please contact Rebecca by email)
- Cell Phone: 517-420-2881
- Email: [rgs4@nyu.edu](mailto:rgs4@nyu.edu), [rebeccasilver@nyu.edu](mailto:rebeccasilver@nyu.edu)
- LinkedIn: <https://www.linkedin.com/in/rgsilver>

Rebecca Silver is the Director of the NYU Entrepreneurial Institute, where she co-leads strategy and oversees the Institute's programs portfolio, including the NYU Summer Launchpad accelerator, Startup Sprints, and Technology Venture Programs, among others. Rebecca also serves as a mentor and instructor for several technology commercialization accelerators including the Columbia IBM Blockchain Accelerator, CyberNYC, and PowerBridgeNY.

Before NYU, Rebecca was an innovation and sustainability consultant working to build startup ecosystems and spur sustainability innovation in consumer goods, technology and healthcare sectors. Rebecca's past clients include NGOs and major brands including Adidas, Walmart, Merck, Sanofi, Natural Resources Defense Council, Environmental Defense Fund, and the

Council of Fashion Designers of America. Prior to this work, Rebecca was an industrial designer, design blogger and leader in the New York City sustainable design community. During this time, she was the founding chair of a non-profit O2-NYC whose mission was to educate designers to achieve environmentally sustainable practices.

Rebecca has taught entrepreneurship, design and sustainability at Columbia University, the School of Visual Arts, and Parsons the New School for Design.

Rebecca holds an MBA and an MS in Environmental Science from the University of Michigan, and a BFA in Industrial Design from the Rhode Island School of Design.

### **Contacting & Meeting with the Instructors**

Please use our preferred email addresses and/or brightspace to ask questions of the instructors. To book office hours, please use the links below (via the oncehub links). Expect 1-2 business days turnaround time to respond to emails and to approve meeting requests. NOTE: Instructors will not be available on evenings (after 6pm ET) or weekends to answer emails or to meet with students.

Email addresses:

- De-Ann: [da2957@nyu.edu](mailto:da2957@nyu.edu)
- Rebecca: [rgs4@nyu.edu](mailto:rgs4@nyu.edu), [rebeccasilver@nyu.edu](mailto:rebeccasilver@nyu.edu)

To book meetings use the links below. If no appointment can be scheduled in a timely manner, please contact instructors by email:

- Meet w/ De-Ann: <https://go.oncehub.com/DeAnnAbraham>
- Meet w/ Rebecca: <https://go.oncehub.com/RebeccaSilv>