Instructor Information
- Rob Johnson
- Email: wjohnsoro@gmail.com
- Office Hours: by appointment

Course Information
- Class Meeting Times: Tuesdays 6:45-8:25pm
- Class Location: 194 Mercer, Room 306A

Course Prerequisites
- CORE-GP.1021, Financial Management (required)

Course Description
This course will provide a comprehensive overview and step by step approach to the most critical aspects of operating social enterprises. This course will put students in the shoes of the social entrepreneur, social enterprise or operations manager, using detailed examples and activities from a real-world social enterprise, as well as best practices from targeted case studies addressing key course topics. For this semester, the course will feature the Professor's experience with building and operating a social enterprise in the peanut agricultural value chain in Haiti. Student practice and assignments will be informed by actual datasets and mini-case examples from this social enterprise.

Enterprises, particularly those in rural communities of the developing world, have unique operational challenges. These include but are not limited to 1) poor infrastructure that complicates logistics, 2) widely dispersed and fragmented supplier base, 3) limited trained talent pool and outsourcing options, 4) minimal experience in and budgets for systematization, 5) heightened political and climate risks, 6) inconsistent income streams and high degree of market informality, and 7) the impediments of last mile services and distribution. Social
enterprises have the additional consideration of optimizing operations in a way that will amplify social impact. This course, unlike traditional operations courses, will focus on operations management through the lens of these unique challenges.

Students will work individually throughout the course, preparing homework assignments prior to each interactive session based on actual datasets and mini-case examples. Following each session, during which students will be provided with detail on real approaches utilized by the Professor as well as best operational practices highlighted in selected cases and readings, students will resubmit assignments based on learnings. This will mirror both hands-on nature and continuous improvement cycles used in social enterprise operations. Students will apply and where applicable build on previous experience and coursework in financial management, operations, impact measurement and strategy – however discover these topics from a tangible social enterprise operations perspective as well as better understand important areas of interconnectedness. Students will exit this course being able to lead or support key aspects of operating successful social enterprises.

Course and Learning Objectives
The objective of this course is to prepare future leaders in the social impact field to lead or add value to critical aspects of social enterprise operations. During this course, students will:

1. Develop and refine ability to create operational plan.
2. Develop and refine ability to build high performing operations teams.
3. Develop and refine ability to analyze and optimize logistics from qualitative and quantitative perspectives.
4. Develop and refine ability to assess, prioritize and develop operations risks mitigation plans.
5. Develop and refine ability to transition financial models to operating tools to monitor and improve social enterprise performance.
6. Develop and refine ability to incorporate social impact data collection and analysis into operations.
7. Demonstrate and refine ability to develop comprehensive operations plans for social enterprise activities.

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<thead>
<tr>
<th>Graded Assignment</th>
<th>Course Objective Covered</th>
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<tbody>
<tr>
<td>Assignment 1 – <strong>Designing</strong> the Social Enterprise Operations Plan</td>
<td>#1</td>
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<td>Assignment 2 – <strong>Building</strong> the Social Enterprise Operations Team</td>
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<td>Assignment 3 – <strong>Implementing</strong> the Social Enterprise Operations</td>
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<td>Assignment 4 – <strong>Managing</strong> the Social Enterprise Operational Risks</td>
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<td>Assignment 5 – <strong>Systematizing</strong> the Social Enterprise</td>
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Graded Assignment | Course Objective Covered
Operations

- Assignment 6 – **Monitoring and Reporting** the Social Enterprise Operational Metrics
  - #6
- Final Presentation – **Expanding** Social Enterprise Operations
  - #1, #2, #3, #4, #5, #6, #7

**Required Readings**

**Required Readings:**

- Selected readings from Operations and Supply Chain Management, 16th Edition, F. Robert
- Haiti Hope: Innovating the Mango Value Chain (HBS)
- Supplemental Readings: Africa’s Critical Agricultural Intermediaries (Bain & Company)
- Maau Programme: Bettering Lives through the Micro-distribution of Wrigley Products (Oxford SBS)
- World Bicycle Relief: Social Enterprise Business Model (HBS)
- Essilor’s Base of the Pyramid Strategy in India (HEC Paris)
- Unilever in India: Hindustan Lever’s Project Shakti – Marketing FMCG to the Rural Consumer (HBS)
- Leading the Social Venture Start-up: An Operational Crisis at Pigeonly (Columbia GSB)
- Operations Management Processes, Kaplan, Norton (HBR)
- Haiti Mangoes (Yale SOM)
- FarmForce Case Studies (Farmforce)
- Timberland: An Economics of Mutuality Case Study (Oxford SBS)
- SIPA Columbia Capstone – Scaling a Successful Social Enterprise Model in Haiti (data systems focus)
- MyAgro: Planting the Seeds of Opportunity (Columbia GSB)
- Teach For All: Designing a Global Network (Yale SOM)
- Making Supply Meet Demand in an Uncertain World (HBS article)
- Beleza Natural (HBS)
- National Cranberry Cooperative (HBS)
- Sport Obermeyer Ltd (HBS)
- Netflix’s Future and One of His Toughest Keeper Tests (Variety article)
- Lessons from the Generals: Decisive Action Amid the Chaos of Crisis (McKinsey & Company article)
- The End of Bureaucracy (HBR article)

**Assessment Assignments and Evaluation**

Class Participation (20% of total grade):
Participation is awarded based on attendance (one unexcused absence permitted), punctuality and engagement in class discussions. Missing or being late for two or more classes for the semester will negatively impact your participation grade. Extraordinary circumstances include religious observances and illness but you must give notice via email as soon as possible.

If you foresee missing a class due to personal obligations, please notify me via email but also note that it will count as your allotted unexcused absence. All students benefit from high levels of participation, so you are expected to do readings (particularly of cases) prior to class attend class, and contribute to the discussion. Particular attention will be given to active participation in group projects.

As noted, you must come to class having read the case(s) that will be discussed on that date. Case guideline questions can be found in NYU Brightspace to help you think in advance about potential discussion points.

• Active contribution to discussion, learning and feedback (10%)
• Presentation of draft homework assignments (5%)
• Presentation of final homework assignments (5%)

Homework Assignments (40% of total grade):
Note that detailed instructions for each homework assignment can be found on NYU Brightspace. Please follow those instructions supplemented by any direction provided during class time.

• Final homework assignments (40%)

Draft homework assignments will be utilized for in class participation only, and not submitted for grading. Only final homework assignments will be graded.

Final Presentation (40% of total grade):
Students will submit final presentation prior to session 7 and be prepared to present operations plan to social enterprise board of directors in session 7.

• Final presentation content (40%)

Late Submission Policy for Assignments
Late assignments will not receive any credit except in extreme circumstances, such as serious medical emergencies.

Overview of the Semester

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<tr>
<th>Class #</th>
<th>Topic</th>
<th>Date</th>
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<th>Designing the Social Enterprise Operations Plan – Learning from the Mango Business</th>
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<td>2</td>
<td>Building the Social Enterprise Operations Team – Local vs. Expats/Direct vs. Outsourced Technical Assistance and Aligning Incentives</td>
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<td>3</td>
<td>Implementing the Social Enterprise Operations – Optimizing Collection Center Locations, Logistics and Costs</td>
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<td>4</td>
<td>Managing the Social Enterprise Operational Risks – Aflatoxin, Climate Change and Political Instability</td>
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<td>5</td>
<td>Systematizing the Social Enterprise Operations – ERP System Implementation and Dashboarding Tools</td>
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<td>6</td>
<td>Monitoring and Reporting the Social Enterprise Operational Metrics – Building Data Collection into Organizational DNA</td>
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<td>7</td>
<td>Expanding Social Enterprise Operations – Mono vs. Multi-crop, Vertical and Geographic Expansion</td>
<td>3/8</td>
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**Letter Grades**

Letter grades for the entire course will be assigned as follows:

<table>
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<tr>
<th>Letter Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>4.0 points</td>
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<tr>
<td>A-</td>
<td>3.7 points</td>
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<td>B+</td>
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<tr>
<td>B</td>
<td>3.0 points</td>
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<tr>
<td>B-</td>
<td>2.7 points</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 points</td>
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Letter Grade | 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/-/+ or 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.
Detailed Course Overview

WEEK 1: DESIGNING THE SOCIAL ENTERPRISE OPERATIONS PLAN – LEARNING FROM THE MANGO BUSINESS

Readings Due: Haiti Hope: Innovating the Mango Value Chain (HBS), Africa’s Critical Agricultural Intermediaries (Bain & Company), Maua Programme: Bettering Lives through the Micro-distribution of Wrigley Products (Oxford SBS), Sport Obermeyer Ltd (HBS)

Assignment 1 – Designing the Social Enterprise Operations Plan: You are launching a social enterprise launched to improve the peanut value chain in Haiti, building off lessons learned from programmatic interventions and designed to improve farmer incomes through servicing market demand. You will be provided detailed assumptions, background peanut value chain information and contracted buyer demand. Develop realistic targets and design operational model to aggregate, quality control, and deliver peanuts to selected buyers in Portau-Prince. At a minimum, list the following:

- organizational chart
- operational flow chart
- monthly and annual objectives

Students will prepare draft responses prior to class session 1 in order to actively participate in class discussion. Following session 1, students will revise and finalize deliverable and submit prior to class session 2. Homework assignment to be no longer than two pages (single spaced) with any inserted graphics in MS Word format.

WEEK 2: BUILDING THE SOCIAL ENTERPRISE OPERATIONS TEAM – LOCAL VS. EXPATS, DIRECT VS. OUTSOURCED AND ALIGNING INCENTIVES

Readings Due: Zappos.com 2009: Clothing, Customer Service, and Company Culture (HBS), Netflix’s Future and One of His Toughest Keeper Tests (Variety article), The End of Bureaucracy (HBR article)

Assignment 2 – Building the Social Enterprise Operations Team: Haiti is often referred to as the kingdom of NGOs. Your new social enterprise approach is intended to break the cycle of dependency on donor funding, however, requires careful planning and innovation to make a cultural shift from typical performance expectations. Using an overview of activities, targets and risks, develop an organizational chart listing the following for each role in years one and three of enterprise operations: local or expat, direct or outsourced, fixed or variable contract structure. Allocate responsibilities and explain logic behind all decisions.

Students will prepare draft responses prior to class session 2 in order to actively participate in class discussion. Following session 2, students will revise and finalize deliverable and submit
prior to class session 3. Homework assignment to be no longer than two pages (single spaced) with any inserted graphics in MS Word format.

WEEK 3: IMPLEMENTING THE SOCIAL ENTERPRISE OPERATIONS – OPTIMIZING COLLECTION CENTER LOCATIONS, LOGISTICS AND COSTS

Readings Due: World Bicycle Relief: Social Enterprise Business Model (HBS), Essilor’s Base of the Pyramid Strategy in India (HEC Paris), Unilever in India: Hindustan Lever’s Project Shakti – Marketing FMCG to the Rural Consumer (HBS)

Assignment 3 – Implementing the Social Enterprise Operations: You will be provided detailed assessment of year one performance of your social enterprise operations and your year two targets. Analyze year one operations in detail from cost and management perspective, and prepare adjusted plan for year two operations. At a minimum, list the following:

- key findings from year one operations analysis
- recommended year two operations plan
- expected improvements to operational costs, quality and organizational health based on adjustments

Students will prepare draft responses prior to class session 3 in order to actively participate in class discussion. Following session 3, students will revise and finalize deliverable and submit prior to class session 4. Homework assignment to be no longer than two pages (single spaced) with any inserted graphics in MS Word format.

WEEK 4: MANAGING THE SOCIAL ENTERPRISE OPERATIONS RISKS – AFLATOXIN, CLIMATE CHANGE AND POLITICAL INSTABILITY

Readings Due: Operations Management Processes, Kaplan, Norton (HBR), Haiti Mangoes (Yale SOM), Lessons from the Generals: Decisive Action Amid the Chaos of Crisis (McKinsey & Company article)

Assignment 4 – Managing the Social Enterprise Operational Risks: Aflatoxin, climate change and political instability each pose significant threats to your social enterprise operations. Using provided briefing on each topic, develop operational plan estimating potential quantitative and qualitative downside impact, defining resource allocation and describing strategy to de-risk social enterprise operations.

Students will prepare draft responses prior to class session 4 in order to actively participate in class discussion. Following session 4, students will revise and finalize deliverable and submit prior to class session 5. Homework assignment to be no longer than two pages (single spaced) with any inserted graphics in MS Word format.
WEEK 5: SYSTEMATIZING THE SOCIAL ENTERPRISE OPERATIONS – ERP SYSTEM IMPLEMENTATION AND DASHBOARDING TOOLS

Readings Due: Farmforce Case Studies (Farmforce), Timberland: An Economics of Mutuality Case Study (Oxford SBS), SIPA Columbia Capstone – Scaling a Successful Social Enterprise Model in Haiti (data systems focus),

Assignment 5 – Systematizing the Social Enterprise Operations: You will be provided a detailed list of inventory, product production expenses, capacity limits, order history and other related information to the operations the social enterprise. You will use this data to inform detailed monthly operational targets and draft dashboard content and desired visualization. Also outline operational roles and responsibilities for data entry and analysis to drive operational recommendations.

Students will prepare draft responses prior to class session 5 in order to actively participate in class discussion. Following session 5, students will revise and finalize deliverable and submit prior to class session 6. Homework assignment to be no longer than two pages (single spaced) with any inserted graphics in MS Word format.

WEEK 6: MONITORING AND REPORTING SOCIAL ENTERPRISE OPERATIONAL METRICS – BUILDING DATA COLLECTION INTO ORGANIZATIONAL DNA

Readings Due: National Cranberry Cooperative (HBS), Making Supply Meet Demand in an Uncertain World (HBS article), Beleza Natural (HBS)

Assignment 6 – Monitoring and Reporting the Social Enterprise Operational Metrics: You will be provided a detailed field team operational plan for your social enterprise, as well as required operational and social impact data to be collected. Develop data collection plan allocating all data collection to existing or new operational activities. Additionally, describe team responsibilities for data collection and review process, propose suggested internal or external audits and data collection methods and estimate incremental monitoring and reporting costs.

Students will prepare draft responses prior to class session 6 in order to actively participate in class discussion. Following session 6, students will revise and finalize deliverable and submit prior to class session 7. Homework assignment to be no longer than two pages (single spaced) with any inserted graphics in MS Word format.

WEEK 7: EXPANDING SOCIAL ENTERPRISE OPERATIONS – MONO VS. MULTI-CROP, VERTICAL AND GEOGRAPHICAL EXPANSION

Readings Due: MyAgro: Planting the Seeds of Opportunity (Columbia GSB), Teach For All: Designing a Global Network (Yale SOM)

Final Presentation – Expanding Social Enterprise Operations: You will be provided details on three expansion opportunities for your social enterprise over the coming three years. Assess
each opportunity, prioritize and develop a three-year expansion operations plan. At a minimum, include the following in this plan:

- selection and phasing of opportunities, with corresponding operations-focused narrative on logic
- operations flow chart
- operations team organizational chart
- operations risks assessment
- operations systems and dashboard plan
- operations data collection plan

Students will submit in presentation format prior to session 7 and be prepared to present operations plan to social enterprise board of directors in session 7. Final presentation to be no longer than 10 slides with any inserted graphics in MS PowerPoint format.

NYU Brightspace
All announcements, resources, and assignments will be delivered through the NYU Brightspace site. I may modify assignments, 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.

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 Student Accessibility
Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click the “Get Started” button. You can also call or email CSD (212-998-4980 or 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.

**NYU’s Wellness Exchange**

*NYU’s Wellness Exchange* has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

**Class Policies**

**Emails:**
I will generally answer emails within 48 hours of receipt, but not on weekends. Questions regarding projects will be answered only if they relate to those sections for which progress milestones have not passed.

**Participation:**
As active participation is an important element of your grade so is attendance. Please notify me by email prior to any class in which you will be absent or late.

**Preparation:**
Cases: As stated in the syllabus, this is a hands-on and case-oriented course. Therefore, coming to class having prepared draft homework assignments and read the case(s) is absolutely required. Students may be asked questions whether or not they offer to participate so make sure you have done your preparation.