



NYU

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

PADM-GP 2310

UNDERSTANDING SOCIAL ENTERPRISE

FALL 2022

Instructor Information

- Professor Edward Rogoff
- Email: erogoff@nyu.edu
- Office Hour: Mondays, 5:00 – 6:00 PM or by appointment

Course Information

- Class Meeting Times: Mondays, 6:45 – 8:25 PM
- Location: Silver 410

Course Prerequisites

None

Course Description

This course is designed to help students learn the process of social innovation and the role of social enterprises in implementing private sector approaches to solve difficult social, cultural, and environmental problems. Students will learn how to launch and scale innovative social enterprises and use business as a force of good.

Students will work to identify a problem, develop an innovative solution, test their idea through research, carry out interviews with stakeholders, and run beta tests. Through the development of a feasibility study, students will estimate the amount and sources of resources needed to bring their solution to reality and their social venture to scale. Finally, students will develop presentations and practice reaching out to important stakeholders, including government, philanthropic groups, and individuals.

The course will use case studies of actual innovative social ventures as their founders and leaders face challenges, readings that focus on specific tools, such as options for organizational forms, team building, public and private partnerships, and the social entrepreneur's personal journey.

Course and Learning Objectives

At the conclusion of the course, students should be able to:

Identify and assess examples of social innovation and social entrepreneurship.

- Understand the process of creating and operating an innovative social enterprise and be able to apply it to their own ventures.
- Engage in a process of ideation with their management team and stakeholders.
- Carry out both quantitative and qualitative research including in-person interviews and product or service beta tests.
- Create complete and compelling feasibility studies for their enterprises.
- Make convincing in-person presentations to people who represent key sources of support, both financial and non-financial.
- Develop and implement an advocacy program to garner the support their enterprises will require to start and grow to a desired scale.

Course Learning Objective Covered	Corresponding Assignment Title
Identify and assess examples of social innovation and social entrepreneurship	Case Analyses, Case Write-Up, Textbook readings
Understand the process of creating and operating an innovative social enterprise and be able to apply it to their own ventures	Guest speakers, Start-Up Cases, Group Feasibility Study
Engage in a process of ideation with their management teams and stakeholders.	Ideation, Stakeholder Interviews, Class Feedback for Team Idea Development
Carry out both quantitative and qualitative research including in-person interviews and product or service beta tests.	Group Feasibility Study
Create complete and compelling feasibility studies for their enterprises.	Write-Up of Group Feasibility Study and presentations to the class for feedback
Make convincing in-person presentations to people who represent key sources of support, both financial and nonfinancial.	Written and in-person presentations of feasibility studies
Develop and implement advocacy programs to garner the support their enterprises will require to start and grow to the desired scale.	Create specific plans for advocacy of group ideas, including development of funding sources

Required Readings

Dees, J. Gregory (1998). "The Meaning of Social Entrepreneurship," October 31, 1998. (posted on course website)

Kickul, J., & Lyons, T.S. (2020). *Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever-Changing World*, 1st Edition (available for free from NYU Library using link below). New York:

Routledge. <https://www-taylorfrancis-com.proxy.library.nyu.edu/books/understanding-social-entrepreneurship-jill-kickulthomas-lyons/10.4324/9780203801925>

Lyons, T.S., Hamlin, R.E., & Hamlin, A. (2018). *Using Entrepreneurship and Social Innovation to Mitigate Wealth Inequality*. Boston, MA: DelG Press/DeGruyter. (“100 Best Social Entrepreneurship Books of All Time” – BookAuthority).

Rogoff, E.G., & Moffitt, P-L (2022). *Bankable Business Plans for Non-Profits*. New York: Rowhouse Publishing.

Available on Amazon (\$24.95 print edition; \$9.95 Kindle Edition) https://www.amazon.com/Bankable-Business-Non-Profits-Edward-Rogoff/dp/B095GLPYJQ/ref=sr_1_1?crid=1FGXZGS4PYEOE&keywords=rogoff%2C+bankable+business+plans+for+non-profits&qid=1652960130&s=books&sprefix=rogoff%2C+bankable+business+plans+for+nonprofits%2Cstrip+books%2C68&sr=1-1

Seelos, Christian and Mair, Johanna (2005) “Social Entrepreneurship: Creating New Business Models to Serve the Poor.” *Business Horizons*, (48) pp. 241-246.

Cases

The course will use six Harvard cases. They are available from Harvard for \$25.50 using the following link: <https://hbsp.harvard.edu/import/940493>

Cotopaxi: Managing Growth for Good, 9-717-488

Bee-ing Better at Bombas, 9-522-038

Onergy: Developing a Social Entrepreneurship Start-Up Brand, W13576

Homeless World Cup: Social Entrepreneurship, Cause Marketing, and a Partnership with Nike, E376

Teach for America, 9-300-084

Konica Minolta Business Solutions (HK) Ltd: Pioneering Corporate Social Entrepreneurship, W19021

Supplemental Reading

Lyons, Thomas S. and Kickul, Jill. “The Social Enterprise Financing Landscape: The Lay of the Land and New Research on the Horizon,” *Entrepreneurship Research Journal*, 2013, 3 (2): pp. 147 -159

Martin, Roger L., and Osberg, Sally. "Social Entrepreneurship: The Case for Definition." *Stanford Social Innovation Review* 5, no. 2 (2007): 29–39. https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition

Witter, Lisa and Chalaby, Odette, "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

Constable, Giff, "Talking to Humans: Success Starts with Understanding Your Customers," <https://www.talkingtohumans.com/>

Twersky, Fay, Buchanan, Phil, and Threlfall, Valerie, "Listening to Those Who Matter Most, the Beneficiaries," *Stanford Social Innovation Review*, March 2013 https://ssir.org/articles/entry/listening_to_those_who_matter_most_the_beneficiaries

Iris+ generally accepted system for measuring, managing, and optimizing social impact of investment decisions <https://iris.thegiin.org/>

Ideation, Design Thinking, and Feasibility per IDEO <https://designthinking.ideo.com/>

Customer Discovery Basics https://www.youtube.com/watch?v=_M6fG-Lybc

Guidelines for Good Interviews, with examples of good and bad interviews and excellent detailed guidelines <https://www.youtube.com/watch?v=9t-hYjAKww>

Guests

I anticipate having several guests join us during the term, subject to their schedules. Currently, the roster includes:

Meg Barnette, CEO of Nonprofit New York
<https://www.nonprofitnewyork.org/>
<https://www.nonprofitnewyork.org/about-us/our-team/>

Robert Ezrapour, Founder and CEO, Artimus Construction
Artimus is a developer of affordable housing
<https://www.artimusnyc.com/>

Sam Marks, CEO, FJC – a Foundation of Philanthropic Funds <https://fjc.org/>
<https://fjc.org/about/?open=board-staff>

Zena Nelson

Zena was the founder of the South Bronx Food Coop, which is the sample plan in *Bankable Business Plans for Non-Profits*.

Lisa Radcliffe, Founder and CEO of non-profit and profit-making organizations focused on products and services for children with special needs.

<https://www.poweredbyinclusion.org/> (the non-profit)

<https://punkinfutz.com/> (the for-profit)

Assessment Assignments and Evaluation

Your course grade will be determined as follows:

Active Class Participation - 30% (this includes Discussion Posts)

- Feasibility Study - 30%
- Case Write-Up - 15%
- Final Exam - 25%

Case Write-Up Assignment

You are required to provide a written analysis of **one** of the cases that will be discussed in class. The write-up should:

- Summarize the most important and relevant facts.
- Provide an analysis of the issues.
- State the options for the organization and provide a statement of the pluses and minuses of each option.
- Make a recommendation and defend it.
- Be four pages *or less* in length (double spaced).
- Be clear, well-written, and to the point.

The case analysis is due prior to the class in which the case is discussed.

Feasibility Study Assignment

Students form groups of two or three to develop the idea for a social enterprise and create a feasibility study.

There are three hurdles that need to be passed to prove feasibility for a social enterprise:

Feasibility Hurdle #1: Is there a good fit between the team and the idea? Answering this question assesses if the team has the right skills, knowledge, and abilities to establish and successfully operate this enterprise. This includes if the social enterprise meets the personal and financial needs of the team members.

Feasibility Hurdle #2: Can the resources required to start this enterprise be obtained? New social enterprises require various types of resources to be successful. These can include financial resources, partnerships with other social enterprises, government programs, and others. Enumerating what these required resources are and establishing that they can be obtained is central to passing this hurdle.

Feasibility Hurdle #3: Can this idea grow to be a sustainable social enterprise? To be successful for the long term, a social enterprise must be able to achieve its mission. For many organizations this requires scaling to a size which can achieve a significant goal. To establish that this hurdle can be passed, credible projections of the organization's future must be created and supported.

For this project, each team must create both written and in-person presentations. The written presentation should be 10 pages or fewer (double spaced) and the in-person presentation should be 5 minutes in length or less. PowerPoints or other slide formats slides can be used to reinforce main points of your presentations, but are **not** recommended to be used in a detailed format that becomes almost a script for your presentation.

All written submissions should be submitted to the professor via email and also posted on the course discussion forum.

Key Dates for Feasibility Study:

- September 19: Form Teams
- October 3: Submit a One Paragraph Description of the Idea
- October 24: Submit Summaries of Interviews
- November 21: Submit First Drafts of Feasibility Study
- November 28 and December 5: In-class Presentations
- Final Submissions: December 12

Late Submission Policy for Assignments

Extensions will be granted only in a case of emergency out of respect to those who abide by deadlines despite equally hectic schedules. Late submissions without approved extensions will be penalized up to 20% per 24-hour period.

Review and Resubmit Policy for Assignments

Written assignments may be submitted early for comments and review. The assignments may then be resubmitted prior to the due date for final grading.

Other Course Policies

Reaching Professor Rogoff: I can be reached via email either at NYU (er63@nyu.edu) or Gmail (edward.rogoff@gmail.com) or my cell (917-270-2255). Do not hesitate to connect with me regarding any course issues. If you don't reach me directly, I will respond promptly within 24 hours.

Attendance and Participation: Regular attendance and participation are essential to learning and fulfilling the outcomes of the course. Attendance will be taken at the beginning of each class. Students are advised to inform me in advance of any anticipated absence(s). In some instances, you may be required to submit supporting documents. Students will be downgraded for poor attendance or lateness, and **three unexcused** absences will result in a failing grade.

Flipped Classroom: Students will be asked to present overviews of readings and cases at the start of class discussions on these.

Punctuality: Classes will begin promptly as scheduled. It is important that you be present and on time. As with absences, late arrival(s) will adversely impact your learning as well as your grade. **Three unexcused lateness** will result in one absence.

Late Assignments: All assignments must be submitted on the day they are due. Late assignments may be subject to a grade penalty. Please speak to me if you believe you will not be able to hand in an assignment on time. Only submit your own work. Plagiarism of any sort will result in an F.

Food & Drinks in the Classroom:

Soda, juice, and water are permitted; however, food is not permitted.

Cell phones and Other Electronic Devices:

Please turn off smartphones. If an emergency telephone call needs to be initiated, you may leave class. Let me know before class if this situation could occur.

Notebook computers can be used, but if they are distracting to other students, you may be asked to turn them off.

Course Changes:

The syllabus is a tentative schedule, and I reserve the right to make any changes to fulfill the objectives of the course and meet students’ needs. For example, sometimes guest’s schedules change or student presentation dates need to be changed. Please stay alert for such changes to the schedule.

Overview of the Semester Detailed Course Overview

Deliverables due by 5 PM on the day of class unless another date is noted.

BBP: Bankable Business Plans for Non-Profits

K&L: Kickul and Lyons

Week	Date	Topics	Assignments
1	9/12	Introductions and Overview	BBP: Intro and Chapter 1 K&L: Chapters 1 and 2
2	9/19	Ideation Opportunity Recognition	BBP: Chapter 2 K&L: Chapter 3
3	9/26	Setting Goals	BBP: Chapter 3 Dees Reading Bombas Case
4	10/3	Creating Strategy	BBP: Chapter 4 Prepare for Guest Lisa Radcliffe
5	10/11 Note Change	Research Potential Enterprises	BBP: Chapter 5 Onergy Case

6	10/17	Defining Social Goods	BBP: Chapter 6 Lyons & Hamlin Article Seelos, et al. Article Cotopaxi Case
7	10/24	Organizational Structure and Management	BBP: Chapter 7 K&L: Chapter 5
8	10/31	Obtaining Funding and other Required Resources	BBP: Chapter 8 K&L: Chapter 6 Homeless World Cup Case Prepare for Guest Ezrapour
9	11/7	Scaling and Creating Impact	BBP: Chapter 9 K&L: Chapters 7 and 8 Prepare for Guest Marks
10	11/14	Building a Team for Growth	BBP: Chapter 10 Teach for America Case Prepare for Guest Barnette
11	11/21	Group Presentations	BBP: Chapter 11 and 12 Konica Case
12	11/28	Group Presentations	K&L: Chapter 9
13	12/5	Group Presentations	Prepare Presentations and Post Feasibility Studies to Forum
14	12/12	Group Presentations	Prepare Presentations and Post Feasibility Studies to Forum

Detailed Class-by-Class Course Overview

Class 1, September 12

In this session, the professor and the students will introduce themselves and students will share their particular interests in aspects of social entrepreneurship, including areas of focus that most interest them, ambitions for starting their own enterprises, and past and current experiences they have had with social ventures.

Students should read:

BBP: Intro and Chapter 1

K&L: Chapters 1 and 2

The Kickul and Lyons reading provides an overview of what social entrepreneurship is, as well as leading theories of the process that underlies it

The Rogoff and Moffitt reading provides an overview of the process of planning for a new social enterprise or creating growth in an existing one.

Class 2, September 19

The processes of ideation and opportunity recognition have been extensively studied. The purpose of the class is to go over these processes and discuss how they can be applied to the interests that the students have expressed.

Today is the deadline for forming project teams.

Students should read:

BBP: Chapter 2

K&L: Chapter 3

Class 3, September 26

In this class we start the process of defining feasibility. The Bombas case is about the starting of a social venture that, by the time the case was written, is quite large and successful. We will also discuss the J. Gregory Dees paper, which is a landmark in the field. Dees coined the name of the field as social entrepreneurship.

Students should read:

BBP: Chapter 3

Dees Reading

Bombas Case

Class 4, October 3

Once a social entrepreneur has an idea and establishes its feasibility, the process of implementation – or at least planning for implementation – begins. This is the development of a specific strategy to bring the idea to reality. BBP provides an overview of this in Chapter 4. Our guest in this class is an accomplished and experienced social entrepreneur, Lisa Radcliffe. Lisa launched a for-profit venture called PunkinFutz to create products for children with special needs, PunkinFutz. She recently split the enterprise into two entities: one, the original for-profit venture, and the second, a non-profit, Powered by Inclusion. She now has a partnership with Sesame Street and is working on other initiatives. All that said, it hasn't been a smooth ride. Please go through both websites to orient yourself to her organizations before class.

Project teams should submit and post a one-paragraph description of their venture idea.

BBP: Chapter 4

Prepare for Guest Lisa Radcliffe

Class 5, October 11 (Note change of regular class meeting day)

It is difficult to overstate the importance of carrying out thorough research as you plan your venture. Of course, this includes work in relevant industry databases, interviews with experts, and interviews with potential customers and stakeholders. In this class, we will discuss research strategies for each team. We will also analyze the case of Onergy, a social venture that worked to create a niche in the solar energy market, putting it in the middle of the huge electricity generation industry.

Students should read:

BBP: Chapter 5

Onergy Case

Class 6, October 17

We are now examining the details of the ventures and the feasibility studies being developed by the teams. In this class, we will consider the issues of marketing and sales which Chapter 6 of BBP introduces. This topic and its solutions are specific to each venture, heavily influenced by social media options, and often focused on individual sales approaches. The Lyons and Hamlin article and the Seelos et al. article look at specific approaches to tackling the huge social entrepreneurship issue of wealth inequality. The Cotopaxi case further brings this issue into operational focus for the class.

Students should read:

BBP: Chapter 6

Lyons & Hamlin Article

Seelos, et al. Article

Cotopaxi Case

Class 7, October 24

How do you actually design and run an organization to achieve your goals? We will review the relevant chapters in the books and then discuss the specific application of those concepts to the team projects.

Interviews with stakeholders should be finished by now and the teams should submit and post summaries of those interviews.

Students should read:

BBP: Chapter 7

K&L: Chapter 5

Class 8, October 31

The success of a venture almost always involves obtaining the resources to initiate and grow the organization. Chapter 8 of BBP and Chapter 6 of K&L deal with these issues. The Homeless World Cup case covers the creative and clever ways the founders of this social venture obtained the resources they needed to build their organization, make it sustainable, and serve a large homeless population.

The guest in this class is Robert Ezrapour (NYU Stern graduate) who has built a large and successful affordable housing developer who has generally focused on projects in Harlem. Real estate ventures require significant financial resources. In this case, the funding is large but also very complex.

Students should read:

BBP: Chapter 8

K&L: Chapter 6

Homeless World Cup Case

Prepare for Guest Robert Ezrapour

<https://www.artimusnyc.com/>

Class 9, November 7

Ultimately, the success of any social enterprise is measured by the impact it creates. Chapters 7 and 8 of K&L look at how organizations can scale up to create significant impact and how it is measured. This area is closely related to the financial characteristics of the social venture, which is covered in BBP Chapter 9. Our guest is Sam Marks the CEO of FJC, a large and innovative philanthropy, whose career has been focused on decisions to fund social ventures.

Students should read:

BBP: Chapter 9

K&L: Chapters 7 and 8

Foreword to BBP by Sam Marks

Prepare for Guest Sam Marks <https://fjc.org/>

<https://fjc.org/about/?open=board-staff>

Class 10, November 14

As much – or perhaps more – than any other factor, the success of a social venture rests on the team that runs it. Funders will make judgments about the people who comprise the leadership of organizations they evaluate. Chapter 10 of BBP examines issues related to building and managing a leadership team. The Teach for America case deals with human resource issues from several perspectives, including the stakeholders served and the leadership of the organization. Meg Barnette, the guest in this class, is the CEO of Nonprofit New York, an advocacy group serving over 1,700 non-profit organization members. Prior to being at Nonprofit New York, Meg was an executive at Planned Parenthood, an organization that – as we see almost daily – deals with many complex issues. She is also active in working with providing education and support to women in Afghanistan.

Students should read:

BBP: Chapter 10

Teach for America Case

Prepare for Guest Barnette <https://www.nonprofitnewyork.org/>

<https://www.nonprofitnewyork.org/about-us/our-team/>

Class 11, November 21

We begin our presentations today. Chapters 11 and 12 of BBP describe how to create a compelling presentation, including a focus on timelines which can be key elements of presentations. The Konica Minolta case examines the area of corporate social responsibility and entrepreneurship. Large corporations often have great resources, but managing a social venture within one whose primary goal is profit is a great challenge.

First drafts of Feasibility Studies should be submitted and posted.

Students should read:
BBP: Chapter 11 and 12
Konica Case

Class 12, November 28

Presentations continue. The final chapter of K&L provides us with the authors' view of the future of social entrepreneurship, which should prompt a discussion of the class's view.

Students should read:
K&L Chapter 9

Class 13, December 5

Presentations

Class 14, December 12

Presentations and Final Submission of Feasibility Studies

Letter Grades

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

Letter Grade	Points
A	4.0 points
A-	3.7 points
B+	3.3 points
B	3.0 points
B-	2.7 points
C+	2.3 points
C	2.0 points
C-	1.7 points
F	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 a strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student: well-reasoned, thorough, and methodologically sound. This is a grade that indicates the graduate 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 the 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.

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.

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 (NYU Brightspace, Zoom, etc.). Contact 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.

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 you are unsure about what is expected of you or how to abide by the academic code, you should consult me.

Henry and Lucy Moses Center for Student Accessibility

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

Student Resources

Wagner offers many [quantitative](#) and [writing](#) resources as well as [skills workshops](#). The library offers a variety of [data services](#) to students.

Incomplete and Withdrawal Class Policies

Note Wagner's policies are available through these links:

[incomplete policy](#) [course withdrawal policy](#).