

**TOPICS IN SOCIAL ENTREPRENEURSHIP:
BLENDING PHILANTHROPIC MOTIVATIONS AND BUSINESS METHODS
MG/SO341**

DESCRIPTION:

Social entrepreneurship as a field of research and practice studies the impacts of a socially engaged private sector but also the entrepreneurial approaches of a social sector that seeks to be more effective. The course combines elements which apparently do not blend easily: social science, business and management; theory and knowledge from practice; experience with both public and private actors; in the business and the NGO sector. Students will learn that this “reconciliation of opposites” or the emergence of hybrid forms is a desirable outcome to serve social missions. Indeed, the time is ripe for using business models and skills to pursue mission-driven ventures. The social sector is changing from a pure non-profit logic to one of “blended value” generation.

This course will expose students to topics and concepts in the emerging field of social entrepreneurship from a comparative perspective, i.e. different countries and sectors. The field of social entrepreneurship is a new arena that requires consolidation among academics as well as with practitioners. Business schools and social scientists are equally uncomfortable in this frontier land where there is a clear blurring of disciplinary boundaries, and obviously more professional risk. In Europe, the language of social entrepreneurship is new, but the phenomenon is not.

Globalisation encompasses a shrinking of the welfare state. Similarly, the social sector finds increasing difficulties in funding their projects through traditional sources. Finally, corporations are seeing higher pressure from customers to become more responsible citizens. Social entrepreneurs have developed a discourse and methodologies which mobilize resources from these actors who rarely find each other. They see opportunities where others only see problems. This model goes beyond the limitations of each sector in finding unilateral solutions to very complex issues. The problem-solving direction of social entrepreneurs overcomes ideological barriers and mindsets. For the social entrepreneur, the social problem or opportunity determines which particular institutional form will be most appropriate to create social value, and maintain it over time in a sustainable way.

PREREQUISITES:

Students should have previous course work in business/management or in any of the social sciences. This course is cross-listed as a management course as well as a sociology course.

LANGUAGE OF PRESENTATION:

English

PROFESSOR:

L. HEHENBERGER

STUDENT OUTCOMES:

By the end of the course, ...	Type of Outcome	Form of Assessment
1) Students are familiar with a wide range of social entrepreneurial cases, major players, discourses, organizations, theories, and tools currently in use.	Knowledge	- Oral presentations of case studies - Discussions of required readings - Oral presentations of featured social entrepreneurs - Unexpected quizzes
2) Students are able to distinguish the nature of the blended value proposition (social benefit and financial return on investment).	Knowledge	- Mid-term & Final exam - Participation in class

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3) Students are able to analyze and formulate the connection between social entrepreneurship, impact and sustainability.	Knowledge	<ul style="list-style-type: none"> - Research paper, or - Scholarly paper - Public oral defence
4) Students are able to assess the values required to a future career in the field of social entrepreneurship, and are aware of their social responsibility.	Values	<ul style="list-style-type: none"> - Participation in class - Interaction with guest speakers - Discussions with classmates
5) Students are able to create and demonstrate ways of recognizing social opportunities, mobilizing resources, managing risks, scaling up impact and sustaining viable ventures.	Skills	<ul style="list-style-type: none"> - Elaboration of a Business Plan or - Implementation of a web-based Social Entrepreneurship wikipedia or - Design of a marketing plan or - Writing of a research project or case study - Oral public defence

LEARNING MEANS:

- **Case Studies** – Because this is a field in the early stages of theoretical development, classes will be heavily based on case discussion. Cases are examples of real life challenges, opportunities, problems or risks faced by social entrepreneurs.
- **Field Studies** – These are classes on site in which the students are able to interact with a social entrepreneur or visit a social enterprise at work.
- **Guest Speakers** – Students learn from leading practitioners in the field, and can gain insights into career prospects. There may be changes in class dates to accommodate speakers' schedules.
- **Lectures** – Students gain an overview of course content, and have the opportunity to get enthusiastic about the subject matter, and clarify issues. Before mid-term and final exams, students can request to have access to teacher notes to prepare for these take home exercises.
- **Reader** – It is a selection of key readings in the field chosen to develop a general understanding of the subject matter. Additional readings may be added to the course to make the most of guest speakers or latest developments.
- **Reading Guides/Study Questions** – Reading guides (for readings) and study questions (for cases) will be handed out to help students focus on the main points.
- **Student Presentations** – They provide students with opportunities for oral delivery and experience at group work. Students will be asked to present case studies, featured social entrepreneurs, analyses of readings, or the final project.
- **eLearning Module (Moodle)** – These on-line materials and activities are meant to offer up-to-date practical information on cases and life stories of social entrepreneurs.
- **Final project** – Students are expected to show comprehension of the course material in a final business plan, marketing plan, research project, and an oral public defence.

METHODS OF ASSESSMENT:

The final grade will be determined as follows:

- Mid-Term & Final Exam 20% - 20% (take-home exams)
- Student project 20%
- Oral Public defence 10%
- Student participation 30%
(case studies, featured social entrepreneurs, discussions of readings, quizzes)

Students are required to turn in a project topic and a one-page synopsis (summary and layout of the project) to be approved by the instructor. This student project will be presented in a public defence that will occur in class during week 11. The final project can be a scholarly paper (secondary sources), a research paper (primary sources), an interactive web-based project, a business plan for a new social venture idea, a marketing plan for an existing social enterprise, or the writing of a case study that profiles a social enterprise. Papers should be 10 to 12-page long (typed, double-spaced, 12-inch font), and can be done individually or in pre-approved groups.

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Projects are due on the last day of class. Both an electronic copy via email (jmiro@iesbarcelona.org) and a hard copy should be delivered to Josep Miro's office, IES Center 1, Ronda Sant Pere 5, first floor (front desk) by this deadline. The due dates for assignments are firm. Late submissions entail severe grade penalties.

There will be 2 exams (mid-term and final) and several unannounced quizzes during the semester to assess student preparation of readings for each class. Students are expected to come to class with a working knowledge of the assigned case study, ready to defend their points of view. I will cold call students, so please prepare the cases thoroughly.

Student Participation

Students are expected to be active participants throughout the entire course and to contribute to the quality of the discussion. Class participation represents a major component of a student's grade in this course (20%). More than once and on a rolling basis, students will be asked to start classes by addressing a specific reading, case study or featured social entrepreneur. Students should be able to handle the lead position in the discussion. After a few minutes of initial analysis, s/he will open the discussion to the rest of the class. Please note that the frequency with which students speak in class is not a key criterion for effective class participation. In order of complexity, the criteria used to measure effective class participation include the following:

1. Is the comment relevant to the discussion? (Relevance)
2. Does the student support comments well, using data gathered in this class? (Evidence)
3. Is the comment clear, complete and concise? (Form)
4. Is the comment original and insightful? (Originality)
5. Does it broaden the discussion with all its implications? (Implications)

Performance Levels for Written Assignments

A GRADE

Complete, accurate and well-written. What distinguishes it from other grades is the degree of original thought that goes beyond the scope of the readings or class material.

B GRADE

Complete, accurate and well-written. It is characterized by good presentation of the views of others, but only some instances of the writer's own thinking.

C GRADE

Accurate, but a complete representation of the arguments is missing. Writing is free of grammatical errors, but not engaging or stylish.

F GRADE

This paper contains some errors of fact or lacks an adequate representation of the material. Writing might contain stylistic or grammatical errors.

Student Workload

In a 3-credit course like this one, students attend 3 hours of class per week, and are expected to do class-related work for 6 hours a week in their own time. Students are expected to double the number of credit hours studying outside of class time.

Attendance Policy

Attending all lectures is mandatory. This includes classroom-based instruction as well as field study visits, which may take place outside the normal class schedule. Attendance forms a percentage of the final course grade, as prescribed in the method of assessment. It is therefore the responsibility of the professor to decide how non-attendance affects the final grade. You may earn participation credit for a missed class by submitting, before the missed class, a 2-page response to the study questions.

The following IES Barcelona attendance policy is also applicable to all IES courses: 85% attendance is compulsory for students to be eligible for an A or A- final grade. IES Barcelona understands that some unpredictable events may occur to students due to health, travelling or family-related issues that will incur absences. However, these unexpected absences are already contemplated within the permitted number of absences. No exceptions to this general rule will be made, under any circumstances.

All IES final exams take place after the last week of classes. Under no circumstances will exam dates be changed or make-up exams scheduled. Please, inform me if you are going to be absent. If you need to skip a class, you are responsible for keeping up to date with the material or turning in any due assignments. Classes start on time. If you expect to be late for some personal reason, let me know before the class. Attendance will be taken in the first 5 minutes of every class. In the first sessions, please bring with you and display your name card prominently so that we can learn each other's names.

Academic Integrity Standards

Students participating in an IES class are expected to follow the standards of academic integrity as outlined in the Code of Student Responsibility (for details, refer to http://www.iesbarcelona-academics.org/policies/code_of_student_responsibility). All students are expected to adhere to this Code. All acts of academic dishonesty will be dealt with in accordance with the provisions of this Code.

Any piece of work submitted for this course must be original and specific for this course. In order to avoid plagiarism or self-plagiarism, students are required to submit written materials to the professor both in electronic format and in print. A paper will not be considered as submitted until it is

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received by the professor in both formats. All IES Barcelona faculty are instructed to use the Turn-it-in plagiarism detection software, to detect material cut and pasted from the web, detect re-submissions of papers, and build up a database of assignments purchased from essay-banks.

Special Arrangements

Any student with special individual needs should inform the instructor no later than the second week of class, so that arrangements can be made. If you use your laptop during class, it is only to be used for class activities such as taking notes or referring to a document. You are not to connect the laptop to the web and should not be doing any non-class activities during class time.

Grade Appeals

If you wish to file a grade appeal, please download an appeal form from the IES Barcelona webpage (http://www.iesbarcelona-academics.org/policies/grade_appeals), and submit it within 60 days of the release of your transcript to the IES Chicago office.

Course Administration

A Teacher Assistant (TA) may handle the administrative details of the course. This includes registration, attendance, course website, readings on reserve, class handouts, scheduling of guest speakers, and control of assignments. In that case, contact information for the TA will be provided in the first day of class.

Textbook - Reader

Students taking this course should read a good portion of David Bornstein's book, as background reading. You will find copies of Bornstein's book in the IES library (Books on Reserve), 2nd floor, IES Center 1.

Bornstein, David (2004)

How to Change the World: Social Entrepreneurs and the Power of New Ideas.

New York, NY: Oxford University Press. (www.howtochangetheworld.org)

All required readings are included in a Course Reader. You will be given specific instructions where you can purchase it. Case studies can also be checked out in Books on Reserve, 2nd floor, IES Center 1.

COURSE CONTENT

“REQUIRED READINGS FOR A PARTICULAR DATE ARE EXPECTED TO BE COMPLETED **PRIOR TO CLASS**”

SESSION 1	Jan. 21, 2008	<p>Class content: <u>Laying the Groundwork</u>: Introduction to the course, and the field of social entrepreneurship. Presentation of student outcomes and methods of assessment. Student will share expectations and motives for taking the course.</p>
SESSION 2	Jan. 23, 2008	<p>Class content: <u>What Is Social Entrepreneurship?</u> Students will explore answers to these questions: What are the main traits of a social entrepreneur? Is s/he any different from a commercial entrepreneur? What has caught your attention in these introductory readings?</p> <p>Required readings: Required readings: Dees, J. G. (2001). The Meaning of “Social Entrepreneurship.” Kauffman Center for Entrepreneurial Leadership.</p> <p>Martin, R. L. & S. Osberg. (2007). Social Entrepreneurship: The Case for Definition. <i>Stanford Social Innovation Review</i> (Spring): 29-39.</p>
SESSION 3	Jan. 28, 2008	<p>Class content: <u>The Social Sector Goes Commercial</u>. Social organizations differ from traditional business in their objectives (social vs. commercial). But do they also differ in their methods? What do they do when traditional sources of funding fall short?</p> <p>Required readings: Dees, J. G. (1998). Enterprising Nonprofits. <i>Harvard Business Review</i> (January-February): 5-15.</p> <p>Dolby, N. & J. G. Dees (1996). Sources of Financing for New Nonprofit Ventures. Harvard Business School Case # 9-391-097.</p>
SESSION 4	Jan. 30, 2008	<p>Class content: <u>Making Business Work for the Poor</u>. Low-income markets present an untapped opportunity. Markets for the upper classes have been served by multinational corporations, while governments and NGOs protect the poor and the environment. A huge opportunity lies in breaking this division of labour.</p> <p>Required readings: Prahalad, C. K. and Hart, S. L. (2002). The Fortune at the Bottom of the Pyramid. <i>Strategy+Business</i> Issue 26: 1-14.</p> <p>Karnani, A. (2006). Fortune at the Bottom of the Pyramid: A Mirage. Ross School of Business Working Paper Series, Working Paper No. 1035.</p>
SESSION 5	Feb. 4, 2008	<p>Class content: <u>Bottom of the Pyramid</u>. Doing business with the world’s 4 billion poorest people, those than live on less than \$2 per day or two-thirds of the world’s population, will require radical innovations in technology and business models.</p> <p>Required readings: Murch, M., Reeder, K., et al. (2003). Selling Health: Hindustan Lever Limited and the Soap Market. Michigan Business School, Department of Corporate Strategy and International Business.</p> <p>Sharma, A., Mohan S., et al. (2003). CEMEX: Innovation in Housing for the Poor. Michigan Business School, Department of Corporate Strategy and International Business.</p>

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SESSION 6	Feb. 6, 2008	<p>Class content: <u>Social Entrepreneurship in Practice: Microcredit.</u> Microfinance Institutions (MFIs) are quintessential social enterprises and their leaders are some of the world's most formidable social entrepreneurs.</p> <p>Required readings: Austin, J. (1998) Corposol. Harvard Business School Case# 9-398-123.</p> <p>Hernandez, R. and Mugica, Y. (2003). PRODEM FFP's Multilingual Smart ATMs for Microfinance: Innovative Solutions for Delivering Financial Services to Rural Bolivia. World Resources Institute, Michigan Business School, UNC Kenan-Flager Business School.</p>
SESSION 7	Feb. 11, 2008	<p>Class content:</p> <p>Guest Speaker Mr. Salvador Guasch "Social Branding"</p>
SESSION 8	Feb. 13, 2008	<p>Class content: <u>Social Entrepreneurship in Practice: Environment.</u></p> <p>Required readings: Austin, J. and Reficco, E. (2003). Forest Stewardship Council. Harvard Business School Case # 9-303-047.</p> <p>Dans, E. & J. Freire (2002). IT as Agent of Social Change: <i>Lonxanet</i> and the case of Galician Artisanal Fisheries. Twenty-Third International Conference on Information Systems.</p>
SESSION 9	Feb. 18, 2008	<p>Class content: <u>Social Entrepreneurship in Practice: Bridging the Digital Divide (ICTs).</u></p> <p>Required readings: Cohen, N. (2001). What Works - Grameen Telecom's Village Phones. A Digital Dividend Study by the World Resources Institute.</p> <p>Mair, J. and Vergés, S. (2003). Committee for Democracy in Information Technology (CDI). IESE Business School, University of Navarra Schwab Foundation for Social Entrepreneurship (Case Study Series on Social Entrepreneurship).</p>
SESSION 10	Feb. 20, 2008	<p>Class content: <u>Social Entrepreneurship in Practice: Education.</u></p> <p>Required readings: Bornstein, D. (2004). The Talent Is Out There - J. B. Schramm, United States: College Access. In, D. Bornstein, <i>How To Change the World</i>: 159-177. New York, NY: Oxford University Press.</p> <p>Dees, J. G. and Oberfield, A. (1991). Steve Mariotti and NFTE. Harvard Business School Case # 9-391-169.</p> <p>MID-TERM EXAM (take-home)</p>
SESSION 11	Feb. 25, 2008	<p>Class content: <u>Social Entrepreneurship in Practice: Health.</u></p> <p>Required readings: Schoen, O. and Mair, J. (2005). A New Model for the Pharmaceutical Industry: The Institute for OneWorld Health. IESE Business School, University of Navarra Schwab Foundation for Social Entrepreneurship (Case Study Series on Social Entrepreneurship).</p>

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		Boatwright, M. W. and Dees, J. G. (1995). GuateSalud. Harvard Business School Case # 9-395-125.
SESSION 12	Feb. 27, 2008	<p>Class content: <u>Social Entrepreneurship in Practice: Appropriate Technology/Energy.</u> Appropriate technology is technology appropriate to the environmental, cultural and economic situation it is intended for. Appropriate Technology requires fewer resources, as well as lower cost and less impact on the environment.</p> <p>Required readings: Coles, E. and Mair, J. (2004). The Freeplay Energy Group and Foundation. IESE Business School, University of Navarra Schwab Foundation for Social Entrepreneurship (Case Study Series on Social Entrepreneurship). Mugica, Y. (2004). Distributed Solar Energy in Brazil: Fabio Rosa's Approach to Social Entrepreneurship. UNC Kenan-Flager Business School.</p>
SESSION 13	Mar. 3, 2008	<p>Class content: <u>Social Entrepreneurship in Practice: Make Trade Fair.</u> The rich world tells the poor world to get rid of subsidies, but continues to spend billions subsidising its own farming enterprises.</p> <p>Required readings: Argenti, P. A. (2004). Collaborating with Activists: How Starbucks Works with NGOs. <i>California Management Review</i> 47(1): 90-116. Austin, J. & A. Grossman (2002). Pura Vida Coffee (Multimedia Case). Harvard Business School Case # 9-303-051.</p>
SESSION 14	Mar. 5, 2008	<p>Class content: <u>Promoting Social Entrepreneurship.</u> "With the exception of Max Weber's treatment of the 'charismatic leader,' theories of change concentrate far more on how ideas move people than how people move ideas. The concept of 'social entrepreneurship' stresses the latter" (David Bornstein).</p> <p>Required readings: Choi, J. E. (2001). Ashoka: Innovators for the Public (North America Program). Stanford University, Graduate School of Business Case # SM-64. Schwab Foundation for Social Entrepreneurship (2002). The Schwab Foundation for Social Entrepreneurship. Cologny, Switzerland.</p>
SESSION 15	Mar. 10, 2008	<p>Class content: <u>Determining One's Mission, and Writing a Viable Business Plan.</u></p> <p>Required readings: Johnston, Rob (2001). Defining Your Mission. In, J. G. Dees, J. Emerson and P. Economy (eds.) <i>Enterprising Nonprofits: A Toolkit for Social Entrepreneurs</i>: 19-42. New York, NY, John Wiley and Sons. Oberfield, A. & J. G. Dees (1992). Note on Starting a Nonprofit Venture. Harvard Business School Case # 9-391-096.</p>
SESSION 16	Mar. 12, 2008	<p>Class content:</p> <p>Field Study: Un Sol Mòn Foundation (Caixa Catalunya).</p> <p>The External Relations Manager will explain us the main projects in which his foundation is involved and the CSR strategy of his bank.</p>
	SPRING BREAK	NO CLASS

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	SPRING BREAK	NO CLASS
SESSION 17	Mar. 24, 2008	BANK HOLIDAY: NO CLASS
SESSION 18	Mar. 26, 2008	<p>Class content: <u>Scaling up: Managing Growth and Excellence.</u></p> <p>Required readings: Dees, J. G., Anderson, B. B., et al. (2002). Pathways to Social Impact: Strategies for Scaling Out Successful Social Innovations. Fuqua, CASE Working Paper Series No. 3.</p> <p>Collins, Jim (2005). <i>Good to Great and the Social Sectors</i>. A Monograph to Accompany Good to Great.</p> <p>1-PAGE SYNOPSIS DUE</p>
SESSION 19	Mar. 31, 2008	<p>Class content: <u>Partnerships and Alliances that Work.</u> Nonprofit organizations are becoming aware of the need to include new sources of funding in their portfolios, including the private sector. Likewise, businesses are also coming to accept that their stakeholders expect them to be more responsible citizens. Hybrid or creative alliances are fertile ground for social entrepreneurs to flourish.</p> <p>Required readings: Austin, J. and Elias, J. (2001). Timberland and Community Involvement. Harvard Business School Case # 9-796-156.</p> <p>Austin, J., R. Gutierrez, E. Ogliastri & E. Reficco (2007). Capitalizing on Convergence. <i>Stanford Social Innovation Review</i> (Winter): 24-31.</p>
SESSION 20	Apr. 2, 2008	<p>Class content: <u>Social Entrepreneurship Meets Corporate Social Responsibility.</u> CRS profiling increases sales, customer loyalty and brand recognition. Supporters claim what you invest in CRS, comes back ten-fold. Critics of corporate behaviour, especially from civil society, doubt that corporations practice CRS sincerely.</p> <p>Required readings: Lunde, L. (2000). Corporate Social Responsibility: NGO Challenges. Norwegian Church Aid. Occasional Paper Series.</p> <p>Doane, D. (2005). The Myth of CSR. <i>Stanford Social Innovation Review</i> (Fall): 23-29.</p>
SESSION 21	Apr. 7, 2008	<p>Class content: <u>Social Entrepreneurs and Sustainable Development.</u> Social entrepreneurs contribute more to achieving the UN's Millennium Development goals than conventional companies. Working for social sustainability is closely related to economic development.</p> <p>Required readings: NONE</p>
SESSION 22	Apr. 9, 2008	<p>Class content:</p> <p>Field Study: Triodos Bank.</p> <p>The Director of the bank will present us the philosophy of his institution and the characteristics of the financial products it commercializes.</p>
SESSION 23	Apr. 14, 2008	<p>Class content: <u>Presentation of Student Projects.</u></p>

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		Required readings: NONE
SESSION 24	Apr. 16, 2008	Class content: <u>Presentation of Student Projects.</u> Required readings: NONE FINAL PAPER/PROJECT DUE
FINAL EXAM*	Apr. 21, 2008	Final Exam

LIST OF SELF-GUIDED VISITS, FIELD STUDIES, CLASSES ON SITE, GUEST SPEAKERS OR FILM VIEWINGS

SESSION	DATE	ACTIVITY	DESCRIPTION
7	Feb. 11, 2008	Guest Speaker	Salvador Guasch, on Social Branding
16	Mar. 12, 2008	Field Study	Un Sol M3n Foundation
22	Apr. 9, 2008	Field Study	Tridos Bank

REQUIRED READINGS (case studies are marked with an *).

*Argenti, P. A. (2004). Collaborating with Activists: How Starbucks Works with NGOs. *California Management Review* 47(1): 90-116.

*Austin, J. (1998) Corposol. Harvard Business School Case # 9-398-123.

*Austin, J. and Elias, J. (2001). Timberland and Community Involvement. Harvard Business School Case # 9-796-156.

*Austin, J. & A. Grossman (2002). Pura Vida Coffee (Multimedia Case). Harvard Business School Case # 9-303-051.

*Austin, J. and Reficco, E. (2003). Forest Stewardship Council. Harvard Business School Case # 9-303-047.

Austin, J., R. Gutierrez, E. Ogliastri & E. Reficco (2007). Capitalizing on Convergence. *Stanford Social Innovation Review* (Winter): 24-31.

*Boatwright, M. W. and Dees, J. G. (1995). GuateSalud. Harvard Business School Case # 9-395-125.

*Bornstein, D. (2004). The Talent Is Out There - J. B. Schramm, United States: College Access. In, D. Bornstein, *How To Change the World*: 159-177. New York, NY: Oxford University Press.

*Choi, J. E. (2001). Ashoka: Innovators for the Public (North America Program). Stanford University, Graduate School of Business Case # SM-64.

*Cohen, N. (2001). What Works - Grameen Telecom's Village Phones. A Digital Dividend Study by the World Resources Institute.

*Coles, E. and Mair, J. (2004). The Freeplay Energy Group and Foundation. IESE Business School, University of Navarra Schwab Foundation for Social Entrepreneurship(Case Study Series on Social Entrepreneurship).

Collins, Jim (2005). *Good to Great and the Social Sectors*. A Monograph to Accompany Good to Great.

*Dans, E. & J. Freire (2002). IT as Agent of Social Change: *Lonxanet* and the case of Galician Artisanal

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- Fisheries. Twenty-Third International Conference on Information Systems.
- *Dees, J. G. and Oberfield, A. (1991). Steve Mariotti and NFTE. Harvard Business School Case # 9-391-169.
- Dees, J. G. (1998). Enterprising Nonprofits. *Harvard Business Review* (January-February): 5-15.
- Dees, J. G. (2001). The Meaning of "Social Entrepreneurship." Kauffman Center for Entrepreneurial Leadership.
- Dees, J. G., Anderson, B. B., et al. (2002). Pathways to Social Impact: Strategies for Scaling Out Successful Social Innovations. Fuqua, CASE Working Paper Series No. 3.
- Doane, D. (2005). The Myth of CSR. *Stanford Social Innovation Review* (Fall): 23-29.
- Dolby, N. & J. G. Dees (1996). Sources of Financing for New Nonprofit Ventures. Harvard Business School Case # 9-391-097.
- *Hernandez, R. and Mugica, Y. (2003). PRODEM FFP's Multilingual Smart ATMs for Microfinance: Innovative Solutions for Delivering Financial Services to Rural Bolivia. World Resources Institute, Michigan Business School, UNC Kenan-Flager Business School.
- Johnston, Rob (2001). Defining Your Mission. In, J. G. Dees, J. Emerson and P. Economy (eds.) *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*: 19-42. New York, NY, John Wiley and Sons.
- Karnani, A. (2006). Fortune at the Bottom of the Pyramid: A Mirage. Ross School of Business Working Paper Series, Working Paper No. 1035.
- Lunde, L. (2000). Corporate Social Responsibility: NGO Challenges. Norwegian Church Aid. Occasional Paper Series.
- *Mair, J. and Vergés, S. (2003). Committee for Democracy in Information Technology (CDI). IESE Business School, University of Navarra Schwab Foundation for Social Entrepreneurship (Case Study Series on Social Entrepreneurship).
- Martin, R. L. & S. Osberg. (2007). Social Entrepreneurship: The Case for Definition. *Stanford Social Innovation Review* (Spring): 29-39.
- *Mugica, Y. (2004). Distributed Solar Energy in Brazil: Fabio Rosa's Approach to Social Entrepreneurship. UNC Kenan-Flager Business School.
- *Murch, M., Reeder, K., et al. (2003). Selling Health: Hindustan Lever Limited and the Soap Market. Michigan Business School, Department of Corporate Strategy and International Business.
- Oberfield, A. & J. G. Dees (1992). Note on Starting a Nonprofit Venture. Harvard Business School Case # 9-391-096.
- Prahalad, C. K. and Hart, S. L. (2002). The Fortune at the Bottom of the Pyramid. *Strategy+Business* Issue 26: 1-14.
- *Schoen, O. and Mair, J. (2005). A New Model for the Pharmaceutical Industry: The Institute for OneWorld Health. IESE Business School, University of Navarra Schwab Foundation for Social Entrepreneurship (Case Study Series on Social Entrepreneurship).
- *Schwab Foundation for Social Entrepreneurship (2002). The Schwab Foundation for Social Entrepreneurship. Cologne, Switzerland.
- *Sharma, A., Mohan S., et al. (2003). CEMEX: Innovation in Housing for the Poor. Michigan Business School, Department of Corporate Strategy and International Business.

RECOMMENDED READINGS

- Alter, S. K. (2000). *Managing the Double Bottom Line: A Business Planning Reference Guide for Social Enterprises*, Pact Publications.
- Bornstein, D. (2004). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. New York, NY: Oxford University Press.
- Boschee, J. (2001). *The Social Enterprise Sourcebook*. Minneapolis, Northland Institute.
- Brinckerhoff, P. C. (2000). *Social Entrepreneurship: The Art of Mission-Based Venture Development*.

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- Davis, L., Etchart, N., et al. (2004). *Get Ready, Get Set: Starting Down the Road to Self-Financing*. Santiago, Chile, NESST.
- Dees, J. G., Emerson, J., et al. (2001). *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*. New York, NY, John Wiley and Sons, Inc.
- Dees, J. G., Emerson, J., et al., Eds. (2002). *Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit*. New York, NY, John Wiley and Sons, Inc.
- Letts, C. W., Ryan, W. P., et al., Eds. (1999). *High Performance Nonprofit Organizations: Managing Upstream for Greater Impact*. New York, NY, John Wiley & Sons.
- Nicholls, A., Ed. (2006). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford, Oxford University Press.
- Oster, S. M. (1995). *Strategic Management for Nonprofit Organizations: Theory and Cases*. New York, NY, Oxford University Press.
- Oster, S. M., C. W. Massarsky, et al. (2004). *Generating and Sustaining Nonprofit Earned Income: A Guide to Successful Enterprise Strategies*. Jossey-Bass.

GLOSSARIES

A Glossary of Useful Terms: www.socialent.org/pdfs/GLOSSARY.pdf

The Blended Value Glossary: www.blendedvalue.org/Papers/Downloads_GetFile.aspx?id=172

RESOURCES

Social Entrepreneurship Toolbox:

www.np-biz-dev.com/toolbox.pdf

The Fuqua School of Business, Duke University:

www.fuqua.duke.edu/centers/case/leaders/conference/documents/resources.doc

Thomas J. Long Business & Economics Library (UC Berkeley):

www.lib.berkeley.edu/BUSI/pdfs/enterprise.pdf

WEBPAGES OF REFERENCE

Ashoka: www.ashoka.org

Avina: www.avina.net

Beyond Grey Pinstripes: www.beyondgreypinstripes.org

Blended Value Map: www.blendedvalue.org

Changemakers: www.changemakers.net

EMES European Network: www.emes.net

How to Change the World: www.howtochangetheworld.org

Schwab Foundation: www.schwabfound.org

Skoll Foundation: www.skollfoundation.org

Social Edge: www.socialedge.org

The Institute for Social Entrepreneurs: www.socialent.org

The New Heroes: www.pbs.org/opb/thenewheroes/

UNIVERSITY CENTERS ON SOCIAL ENTREPRENEURSHIP:

University of Alberta School of Business, Canadian Center for Social Entrepreneurship

www.bus.ualberta.ca/ccse

Columbia Business School, Research Initiative on Social Entrepreneurship

www.riseproject.org

Duke, The Fuqua School of Business, Center for the Advancement of Social Entrepreneurship

www.fuqua.duke.edu/centers/case

Harvard Business School, Social Enterprise Initiative

www.hbs.edu/socialenterprise

IESE Business School, Leading student conference on responsible business in Europe

www.doinggoodanddoingwell.org

Oxford Saïd Business School, Skoll Center for Social Entrepreneurship

www.sbs.ox.ac.uk/skoll

Pace University, Wilson Center for Social Entrepreneurship

appserv.pace.edu/execute/page.cfm?doc_id=15819

Stanford Graduate School of Business, Center for Social Innovation

www.gsb.stanford.edu/csi

NYU Stern School of Business, The Stewart Satter Program in Social Entrepreneurship

w4.stern.nyu.edu/berkley/social.cfm?doc_id=1868

Yale School of Management, The Partnership on Nonprofit Ventures

<http://www.ventures.yale.edu>

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