

Interdisciplinary Programmes

Academic year 2021-2022

Social Innovation and Entrepreneurship: Bridging Theory and Practice

DE154 - Autumn - 6 ECTS

Course Description

This course offers students an introduction to the field of social innovation and social entrepreneurship. Social entrepreneurship refers to the practice of combining innovation, a problem-solving mindset, pragmatism, and resourcefulness to create market-based models that address some of our most challenging social and environmental problems. While social entrepreneurship is generally focused on the creation and growth of new ventures, social innovation is a broader concept that applies these same principles wherever our career paths take us in the public, private, academic, or civil society sectors. This course will draw on readings and theoretical frameworks, coupled with guest lectures and case studies featuring leading social entrepreneurs and "social intrapreneurs" in public and private sector institutions, to gain an understanding of prominent organizations in the sector, explore emerging trends, and unpack the nuts and bolts of how such models work in practice. For the final assignment, student teams will produce a "system map" of a social or environmental problem of their choice.

> PROFESSOR

[Katherine Milligan](#)

[Office hours](#)

> ASSISTANT

[Office hours](#)

Syllabus

Syllabus Overview

Part I of the course will cover foundational theory and the current state-of-play of the discourse in the field of social entrepreneurship. Part II will examine the defining elements of social enterprises, including business models, production models, operating practices, and impact models. Part III will explore the maturing supportive ecosystem around social entrepreneurship and social innovation, including impact investing and intrapreneurship inside corporates and international organisations.

Requirements

Informed classroom discussion and debate are essential for this course, which is why class participation is 30% of the final grade. You are expected to actively participate in class discussion, express your perspectives and listen carefully to the views of your classmates. Your contributions should build on or respond to the readings and lectures, supporting your analysis with evidence and examples. Students will also meet regularly outside of class hours in pre-assigned small groups to discuss assigned readings and to complete the group final assignment. **Unless marked *optional*, all readings and webinars in the syllabus are mandatory to complete before the start of that day's class.**

Office Hours:

Evaluation:

1. Class participation - 30%
2. Short assignments - 30%
3. Final assignment - 40%

Presentations and written assignments should be submitted electronically to the Moodle class site. It is students' responsibility to ensure they submit assignments on time. In case of late submission, the term paper will be graded down by one quarter of a grade per day, e.g. 6 → 5.75, 5.75 → 5.50, etc. Short assignments and the term paper should be submitted electronically to the Moodle class site.

Short Assignments: The purpose of the two short assignments is to give students the chance to apply course readings and concepts to real-life case studies and to provide a structured setting for personal reflection and growth. Each short assignment should be 7-8 pages in length. Failure to submit both assignments, or late submissions, will be reflected in the short assignment portion of the student's final grade.

Final Assignment: Towards the beginning of the semester, students will complete a survey and, based on survey results, be assigned into groups of 5 - 6 for the final group assignment on a social or environmental issue. The goal of the final assignment is to help students understand a problem, the ecosystem of current solutions, and possible entry points to add value to the solutions landscape. Each group will submit a visual map, a briefing note summarising the research findings and bibliography (maximum 10 pages, excluding the bibliography), and a PowerPoint, Google Slides, or Prezi presentation of key learnings (maximum 20 slides) by January 10 2022 at 17:00 CET.

Detailed instructions for the short assignments and final group assignment are found on pages 6 - 7 of this syllabus.

Class Schedule

The instructor reserves the right to modify the syllabus due to unforeseen changes in guest speaker availability.

Part I. Theoretical Frameworks

Class 1 Introduction to Social Entrepreneurship: Inner as well as Outer Change September 22

Salzberg, Sharon; Palmer, Parker J.; Jha, Amishi; Tygielski, Shelly. "[Experiencing Wellbeing: Developing Our Resilience and Supporting Recovery](#)," The Wellbeing Project webinar, 2021. Watch the webinar in its entirety (90 minutes).

Pereira, Aaron, et al. [Connecting Individual and Societal Change](#), Stanford Social Innovation Review, March 2020.

Come to class prepared to discuss your key learnings from the webinar and article.

Class 2 Evolution of Social Entrepreneurship Theory September 29

Dees, Greg, [The Meaning of Social Entrepreneurship](#), Duke University, 1998.

Martin, Roger, and Osberg, Sally. [Social Entrepreneurship: The Case for Definition](#), Stanford Social Innovation Review, 2007.

Schwab, Hilde and Milligan, Katherine. [What is a Social Entrepreneur?](#) World Economic Forum Agenda, December 2015.

Santos, Filipe M., A Positive Theory of Social Entrepreneurship, 2010. INSEAD Working Paper No. 2009/23/EFE/INSEAD Social Innovation Centre. Available at SSRN: <https://ssrn.com/abstract=1553072>. **Read only pages 1 - 39.**

Class 3 Mapping Problem Spaces October 6

Mair, Johanna; Seelos, Christian. *Innovation and Scaling for Impact: How Effective Social Enterprises Do It*, Stanford University Press, 2016. **Read Chapter 8 only, pp. 202 – 216.**

Class 4 Applying Theory to Real World Examples October 13

Papi-Thorton, Daniela. [Tackling Heropreneurship: an apprenticing with the problem approach to move us from the social entrepreneur to social impact](#), 2016. Read the report in its entirety.

Prior to class, watch the 2019 Skoll Award for Social Entrepreneurship videos below and come to class prepared to discuss how the theoretical frameworks apply to the models of Thorn, mPharma, and Harambee Youth Employment Accelerator.

- Thorn: <https://youtu.be/8KDchSMZclY>; Julie Cordua, CEO of Thorn: <https://youtu.be/m28C3xUC-BU>
- mPharma: <https://youtu.be/4lxsJMSw9xg>; Gregory Rockson, CEO of mPharma: <https://youtu.be/Lbxo4j41klc>

- Harambee Youth Employment Accelerator: <https://youtu.be/V8Gbsc2RkcY>; Nicola Galombik and Maryana Iskander, Co-Founders, Harambee Youth Employment Accelerator: <https://youtu.be/oscaKNoT30w>

Skim before class: Anna Johnson, Daniela Papi-Thornton, and James Stauch, [Student Guide to Mapping the System](#), Oxford University Press, 2019.

Class 5 The “Work” of Inner Work: Self-Inquiry Practices

October 20

Milligan, Katherine and Walker, Jeffrey. [Self-Inquiry for Social Change Leaders](#), Stanford Social Innovation Review, April 2020.

Stories of Self-Inquiry, The Wellbeing Project, 2020. <https://wellbeing-project.org/stories-of-self-inquiry/>

Part II. Learning from Practitioners: How Social Enterprise Models Work In Practice

Class 6 Social Enterprise Business Models

October 27 Guest speaker: Sebastian Manhart, former Chief Operating Officer, Simprints

Sabeti, Heerad. [The For-Benefit Enterprise](#), Harvard Business Review, 2011.

Starr, Kevin. [The Doer and the Payer: A Simple Approach to Scale](#), Stanford Social Innovation Review, April 2015.

Starr, Kevin. [Big Enough. Simple Enough. Cheap Enough.](#) Stanford Social Innovation Review, December 2019.

Marhart, Sebastian, and Miller, Emma. [Building a Social Enterprise: The Legal Landscape](#), 2015.

Review the website <https://www.simprints.com>.

Come to class prepared with questions about Simprints’ business model.

Class 7 Mission Statements, Theories of Change, and Impact Models

November 3

Ebrahim, Alnoor, and V. Kasturi Rangan. ["What Impact? A Framework for Measuring the Scale & Scope of Social Performance."](#) California Management Review 56, no. 3 (Spring 2014): 118–141.

Mair, Johanna et al. Innovation and Scaling for Impact: How Effective Social Enterprises Do It, Stanford University Press, 2016. **Read Chapter 6 only: The Story of Waste Concern, pp. 151 – 178.**

Review the website <https://wasteconcern.org>.

Class 8 Perils and Pitfalls of Social Entrepreneurship

November 10 Guest Speaker: Mike Quinn, Co-Founder and CEO, Boost Technology

Quinn, Mike. Failing to Win, 2021.

Short assignment 1 is due on November 8 at 8.00 CET.

Class 9 Social Entrepreneurship as Systems Change - Part I

November 17

Kania, John; Kramer, Mark; and Senge, Peter. [The Water of Systems Change](#), Foundation Strategy Group, 2018.

Milligan, Katherine. [Five lessons for social entrepreneurs on how to change the system](#). World Economic Forum Agenda, May 2018.

Kania, John, and Kendall, Christine. [ROCA, Peacemaking Circles, and Cultural Systems Transformation](#), Collective Change Lab, 2021.

The Ashoka Systems Change Podcast. Season 1, Episode 2: [An Interview with Jordan Kassalow, the founder of VisionSpring and co-founder of EYEliance](#), May 2020.

For further reading (*optional*): [Beyond Organizational Scale: How Social Entrepreneurs Create Systems Change Report Reader](#).

Class 10 Social Entrepreneurship as Systems Change - Part II

November 24

Bonnici, Francois, and Rayner, Cynthia. *The Systems Work of Social Change*, Oxford University Press, 2020. Read Chapter 10 and Appendices (**pp. 194 - 221**).

Bonnici, Francois, and Rayner, Cynthia. [Social Entrepreneurship and Systems Change: The Case of Nidan](#), 2017.

Part III. From Social Entrepreneurship to Social Innovation

Class 11 Philanthropy and Impact Investing

December 1 Guest speaker: Audrey Selian, Director, Rianta Capital

1.A.1 What You Need to Know About Impact Investing, Global Impact Investing Network (GIIN). <https://thegiin.org/impact-investing/need-to-know/#what-is-impact-investing>

Class 12 Social Intrapreneurship In International Organisations

December 8 Guest speaker: Pradeep Kakkattil, Director, Office of Innovations, UNAIDS

Ambos, Tina; Tatarinov, Katherine. [Seed, Scale, Structure: How International Organizations Shape Innovation](#). University of Geneva white paper, June 2019. Read only **pages 1 - 14; 20 - 23**.

Review the UNAIDS [Health Innovation Exchange](#) website.

Class 13 Social Intrapreneurship in Corporates

December 15 Guest speaker: Åsa Skogström Feldt, Managing Director, IKEA Social Entrepreneurship BV

Yunus Social Business, [Business as Unusual: How social intrapreneurs can turn companies into a force for good](#), 2021.

IKEA Social Entrepreneurship, [Developing and collaborating with social businesses producing products for IKEA: Key learnings from IKEA co-workers and social business partners](#), 2020.

IKEA Social Entrepreneurship, [Annual Review FY20](#) .

Class 14 Inner and Outer Change: The Connection Between Who We Are and How We Act In the World

December 22

[What Is Inner Work for Social Change? With Peggy Dulany, Bob Boisture, and Krista Tippett.](#) Watch the webinar in its entirety (90 minutes).

Fetzer Institute and Synergos, [Defining Inner Work for Social Change](#), 2020.

For further reading (*optional*): Fetzer Institute and Synergos, [Inner Work for Social Change: Six Case Studies on the Role of Reflection in Social Impact Initiatives](#), 2020.

Short assignment 2 is due on December 23 at 17.00 CET.

About the Lecturer

Katherine Milligan is a Director at the Collective Change Lab, a “think-do tank” that explores, validates, and builds on transformational change practices so they become more frequently used in mainstream social and environmental problem solving. Formerly, she was the Executive Director of the Schwab Foundation for Social Entrepreneurship, the sister organization of the World Economic Forum. Since its creation two decades ago, the Schwab Foundation has conducted due diligence on thousands of organizations for its annual Social Entrepreneur of the Year award, considered the “Nobel Prize” of social entrepreneurship. Under Katherine's leadership from 2012 - 2018, the Schwab Foundation built the largest network of late-stage social entrepreneurs worldwide: more than 350 founders/CEOs with operations in 100 countries.

Katherine is the author of over 17 publications, articles, and blogs published by International Institute of Economics, Stanford Social Innovation Review, MIT journal Innovations, Forum Agenda, and the Harvard Business School, and she spearheaded the Schwab Foundation's seminal research publications: [Beyond Organizational Scale: How Social Enterprises Create Systems Change](#) (2017); [Social Innovation: A Guide to Achieving Corporate and Societal Value](#) (2016); and [Breaking the Binary: Policy Guide to Scaling Social Innovation](#) (2014). Katherine received her B.A. from Dartmouth College in 1998 and her Master's in Public Policy from the John F. Kennedy School of Government at Harvard University in 2004 where she was the recipient of the Pforzheimer Scholarship for Excellence in Non-Profit Management.

Instructions for Short Assignments

Assignment 1: Apply Theory to Practice

Research a social enterprise that has been selected/awarded by the [Skoll Foundation](#), the [Schwab Foundation for Social Entrepreneurship](#), [Ashoka](#), [Echoing Green](#), or [Acumen](#). These networks collectively comprise more than 4,000 social enterprises to choose from, and in the drop-down menu of their websites you can filter by region (e.g. Latin America) and/or by sector (e.g. education). In a maximum of 8 pages:

- Using the problem spaces framework, summarise the dimensions of the social and/or environmental issue the social enterprise is working to address.
- Drawing on the theoretical frameworks, articles, case studies, and guest speakers in class, provide a well-researched, well structured analysis of your chosen social enterprise's business model and impact model.

Short assignment 1 is due on November 8 at 8.00 CET.

Assignment 2: Inner as well as Outer Change

With refreshing honesty, we have heard from a number of social entrepreneurs and social impact leaders about how challenging it is to sustain themselves on their journey to create impact, and the work they've had to do on themselves to "act out of their best selves in the work they do in the world." We have also explored these topics in-depth in webinars, classroom discussion, and in small peer groups throughout the semester.

Now it is your turn for refreshing honesty. In a maximum of 8 pages, this assignment is an opportunity to reflect on the connection between inner and outer change, and the work you need to do on yourself to become the most effective leader you can be.

- Which guest speakers and/or webinar presenters did you resonate most with on the topic of inner change and why?
- What did your peer group discussions help you surface about the motivational forces that drive you and the influence of your identity and emotions? What did you learn from the stories and experiences that your peer group members confided in you?
- What inner obstacles and impediments did you identify that you need to work on?
- What self-inquiry and/or mindfulness practices do you find most useful in developing healthier patterns of thought and behaviour?

Short assignment 2 is due on December 23 at 17.00 CET.

Instructions for Final Group Assignment: Map a System

"Many institutions offer some form of social impact business competition, and often more training and more selection bias is put on "selling" an idea that is "better" than those of "competitors," rather than encouraging a deep understanding of a challenge, the system holding it in place, and the other actors working to solve the challenge, who might be collaborators rather than competitors.

...When those who know little about a complex social or environmental challenge are asked to propose solutions, they often barely scratch the surface of the issue. When they are rewarded for their ideas, such as by winning a social business plan competition or hackathon, they then often spend future time and energy trying to make their "winning" solution work, rather than trying to further understand the challenge. This mindset shift, from solution to challenge focus, was the motivation for launching Map the System."

- Map the System 2019

Towards the beginning of the semester, students will be assigned into groups of 5 - 6 along thematic topics for the final group assignment. The goal of the final assignment is to help you understand a problem, the ecosystem of current solutions, and your possible entry points to add value to the solutions landscape. The first task for you and your group members is to scope out the problem you wish to understand for your group project. Then, you will work together as a team throughout the semester on the chosen problem to conduct a rigorous analysis:

- Map out the problem you have chosen, e.g. who or what is impacted, what is holding the current status quo in place and who stands to be negatively impacted if the problem is solved, what other issues this problem is related to, the history of the problem, etc.
- Map out the "solutions landscape," e.g. what has already been tried, what has worked and what hasn't, how are these efforts connected and building upon each other, what future efforts are planned, etc.

- Explore the gaps in the solutions landscape, e.g. what is missing in the whole ecosystems of the solutions landscape, what could connect up these efforts, what regulation might be needed, how can lessons be shared, what types of efforts are broadly missing, etc.

Each student team will submit the following deliverables:

1. A visual map
2. A written summary of research findings and bibliography, written as a briefing or memo (maximum 10 pages, excluding the bibliography)
3. A PowerPoint, Google Slides, or Prezi presentation of key learnings (maximum 20 slides)

Final group assignments are due January 10 2022 at 17.00 CET.