

# Social Innovation & Entrepreneurship (“SIE”) 2019

Points: 7.5 ECTS

Program: OIE Masters Program

Course Coordinator & Faculty: Lena Olaison – Dpt. of Management, Politics, and Philosophy & Queralt Prat-i-Pubill - Dpt. of Management, Politics, and Philosophy

Number of classroom hours: 33 h. (incl. mid-course evaluation)

## Learning objectives

On successful completion of the course, the student should be able to:

- Analyze the social innovation and entrepreneurial process.
- Use the concepts and tools seen in the course to identify the elements that need to be considered to develop and strengthen entrepreneurial initiatives aiming at social change.
- Explain and defend a position on issues concerning the social entrepreneurial process in situations that are yet unsettled by research.
- Use the theoretical perspectives discussed in the course as a means of deciding questions involved in social entrepreneurial initiatives.

## Examination

- Mid-course evaluation based on a group assignment for class. This is graded on a pass / fail basis. (May 1<sup>st</sup> oral presentation, April 30th turn in digital exam)
- Final group summary, 300 words summarising the project. (May 13<sup>th</sup>) - voluntary -
- Final evaluation: 4 hours written exam, open book. (May 20<sup>th</sup>) A passing grade on the group's mid-course evaluation is required for taking the individual exam.
- Re-take exam: written assignment, max. 10 pages.

Group size: from 4 to 6 persons.

Challenge: Social exclusion

## Literature:

- Standing, G. 2011/2014. *The Precariat: The New Dangerous Class*. Bloomsbury
- See articles referenced in this schedule. ([Link to a folder with all articles to download](#))

Social entrepreneurship has acquired the proportions of a worldwide movement. From micro-finance institutions to youth houses, fair trade soaps and community-based art ventures, a wide range of initiatives are focusing their efforts in addressing the big social challenges in today's world. There is however no agreement on the definition nor on the nature of the phenomenon that is being called "social entrepreneurship." Yet, the increase of the discussion and the variety of initiatives do all have one thing in common: a will to achieve social change. The core of this course is social change through the parallel notion of social innovation. That is, we will look at innovation and entrepreneurship as particular forms of organizing for social transformation.

It is also important to keep in mind that management was originally conceived as a contribution to society, like Chester Barnard, Herbert Simon, Mary Parker Follet, Peter Drucker among others, so in this sense, we are being inspired by their vision.

Some of the questions that we will explore throughout the course are: How should we think when designing initiatives aiming at social change? In what instances does market rationality serve us better than a communitarian one in overcoming a particular social challenge? What conceptual and practical tools can be used in our strive to improve the lives of people and the health of our communities? How can social be re-articulated in our efforts to catalyze social change?

In sum, we will be looking at rationalities, strategies, and tools aiming at social change. For that purpose, we will be using the intellectual tools handed to us by the social sciences to both understand the phenomena of social innovation and entrepreneurship and apply them to the design your own social entrepreneurial ventures.

I highlight two key aspects:

1. the tools, methods, and approaches we will be using are not those taught in mainstream ordinary management, in this sense we hope you are able to learn key approaches and attitudes which are a competitive advantage in any management pursuit. So knowledge from our course can be transferred to any other pursuit
2. we hope you come to realise that the "social" is not something alien to management, or just one approach. It is true that in this course we will focus in great societal challenges, but we would like to keep in mind that the "social" component in regards to the people that form the organization, and communities and wider society impacted by business

This course is venture based: It will be based on a social venture that students co-create. First, because the most effective way to understand social innovation and entrepreneurship is to practice it. Second, because the course aims to promote a creative and proactive stance toward the society you live in, not merely an adaptive or critical one.

Thus, this course takes an experiential approach and students are expected to interact with the social change sector, participate in class discussion, and be active participants in the teaching/learning process. Topics will include exploring the problem you want to address, assessing the opportunity, acknowledging the implicit theory of change, considering the venture's organizational form, funding your initiative, building your board, pitching your initiative, and start assessing social impact.

This course appeals to students with a strong desire to become social innovators, or work in a social startup, early stage or social entrepreneurial minded company that may be pursued now or later in their careers. It is also for those students who are considering obtaining jobs in consulting, social venture capital, or social foundations where they are dealing with new or relatively new social ventures.

- [Link to the SHORT schedule](#)

| #                           | Session   | Required readings   | Session focus & study questions   |
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| Module 1: Setting the scene |   |   |   |
| 1                           | <p>Social Innovation and Entrepreneurship – An introduction</p> <p>Queralt Prat-i-Pubill</p> <p>Week 14<br/>Monday,<br/>April 1st,<br/>11.40-14.15<br/>(3h)</p> <p>Studio</p> | <p><b>Course reading for a group project: [Please read it before the course starts]</b></p> <ul style="list-style-type: none"> <li>• <b>Standing, G. 2011/2014. <i>The Precariat: The New Dangerous Class</i>. Bloomsbury</b></li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Barinaga, E. 2012. Overcoming inertia: The social question in social entrepreneurship. In D. Hjorth (ed.) <i>Handbook on Organizational Entrepreneurship</i>, pp. 242-256. Edward Elgar Publishing.</li> <li>• Baumol, W. J. (1990). Entrepreneurship : Productive, Unproductive, and Destructive. <i>Journal of Political Economy</i>, 98(5), 893–921. <a href="https://doi.org/10.1086/261712">https://doi.org/10.1086/261712</a></li> <li>• Kirsch V, Bildner J &amp; Waler J. 2016. <a href="#">Why Social Ventures Need Systems Thinking</a>. <i>Harvard Business Review</i>.</li> <li>• Staw, B. M. (1995). Why no one really wants creativity. (C. Ford &amp; D. Gioia, Eds.), <i>Creative Action in Organizations Ivory Tower Visions and Real Voices</i>. London: Sage.</li> </ul> <p>Suggestions for further reading:</p> <ul style="list-style-type: none"> <li>• Bacq &amp; Janssen. 2011. The multiple faces of social entrepreneurship: A review of definitional issues based on geographical and thematic criteria. <i>Entrepreneurship &amp; Regional Development</i>, 23(5-6):373-403.</li> <li>• Snow, D., &amp; Anderson, L. (1987). Identity Work Among the Homeless : The Verbal Construction and Avowal of Personal Identities Author ( s ): David A . Snow and Leon Anderson Source : The American Journal of Sociology , Vol . 92 , No . 6 ( May , 1987 ), pp . 1336-1371 Published by : The Un. <i>American Journal of Sociology</i>1, 92(6), 1336–1371.</li> </ul> | <p>Social entrepreneurship has acquired the proportions of a worldwide movement. From micro-finance institutions to youth houses, fair trade soaps and community-based art ventures, a wide range of initiatives are focusing on addressing the big social challenges in today's world. There is however no agreement on the definition nor on the nature of the phenomenon that is being called “social entrepreneurship.” Yet, the increase of the discussion and the variety of initiatives do all have one thing in common: a will to achieve social change. The core of this course is social change through the parallel notion of social innovation. That is, we will look at innovation and entrepreneurship as particular forms of organizing for social transformation.</p> <p>For this doing, two sets of skills are needed: 1. skills to start up a social initiative; 2. skills to analyze and understand a social problem and thus be able to re-organize for change. While the OIE program has thus far focused on the first set of skills (the entrepreneurial skills), this course puts a particular emphasis on the second (the social analytical skills). That is, the course builds on your entrepreneurial skills, develops your social analytical skills, and puts both to work for addressing a particular social challenge.</p> |

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| 2-3 | <p>Setting the challenge &amp; Group formation</p> <p>Queralt<br/>Prat-i-Pubill</p> <p>Week 14<br/>Wednesday,<br/>April 3rd,<br/>08.00-13.20<br/>(6h)</p> <p>Studio</p> | <p>Readings:</p> <ul style="list-style-type: none"> <li>• Fligstein, N., &amp; McAdam, D. (2011). Toward a General Theory of Strategic Action Fields. <i>Sociological Theory</i>, 29(1), 1–26.<br/><a href="https://doi.org/10.1111/j.1467-9558.2010.01385.x">https://doi.org/10.1111/j.1467-9558.2010.01385.x</a></li> </ul> <p>Other material:</p> <ul style="list-style-type: none"> <li>• Video: <a href="#">G. Standing in Copenhagen, March 26, 2015.</a></li> </ul> <p>Suggestions for further reading:</p> <ul style="list-style-type: none"> <li>• Corbí, M. (2016). <i>Principles of an Epistemology of Values</i>. Cham: Springer. Chap.1 (until pg 34)</li> <li>• Kofman, F. (2007). <i>Metamanagement. The new business conscience. Chapter 1 How to make your professional life a work of art</i>. Buenos Aires: Granica.</li> </ul> | <p>The course is practice-based: It will be based on a social initiative that students co-create. First, because the most effective way to understand social innovation and entrepreneurship is to practice it. Second, because the course aims to promote a creative and proactive stance toward the society you live in, not merely an adaptive or critical one. During this session, we will start looking at the challenge you are to address. This is a fundamental first step if we are to solve a social problem and ignite social change.</p> <p>The general challenge for this year's course is social fragmentation and exclusion/irrelevance in the West. As a result of changed labor relations, Western societies are seeing a growth in the number of people living under labor insecurity, precarious work conditions, and constantly at the verge of social and economic exclusion. They have been called “the new dangerous class”, also “the precariat”. What are the characteristics of this emerging class? Why is it considered dangerous? And how is this a challenge or an opportunity if we are committed to constructing more fair and just societies? We will see this challenge from a variety of angles. Students will work in delimiting their course project to a particular aspect of this challenge. By the end of the session, students will ideally have formed a group and delineated their challenge.</p> <p><b>Fill-in!</b> On this day, in class or later before next class, please fill in:</p> <p><a href="https://docs.google.com/spreadsheets/d/1BXPBJtuiIICKdXRqOxe61u-H_XKmd7LFSupny3UPqH4/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1BXPBJtuiIICKdXRqOxe61u-H_XKmd7LFSupny3UPqH4/edit?usp=sharing</a></p> <ul style="list-style-type: none"> <li>• group name</li> <li>• indicate challenge/target group you'll be addressing.</li> </ul> |

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| 4 | <p>Building Engagement</p> <p>Queralt<br/>Prat-i-Pubill</p> <p>Week 14<br/>Friday,<br/>April 4th,<br/>08.00-10.35<br/>(3h)</p> <p>Studio</p> | <p>Readings: none</p> <p>Presentation of group research</p> <p>Other material:</p> <ul style="list-style-type: none"><li>• Story-based strategy:<br/><a href="https://www.storybasedstrategy.org/tools-and-resources">https://www.storybasedstrategy.org/tools-and-resources</a></li></ul> | <p>If we are to address a social challenge, we need to understand that challenge from within. That involves gaining an understanding of those that live with the challenges.</p> <p>In this session, we will learn about how to build engagement, how to persuade others. Each group will explain their focus.</p> |
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20 days of intense  
fieldwork (no class)

- Brown, T. & Wyatt, J. 2010. [Design Thinking for Social Innovation](#). *Stanford Social Innovation Review*.
- Brown, T. (2008). Design thinking. *Harvard Business Review*, 86(June), 84–92, 141.
- Method instructions for social entrepreneurs (with detailed method cards): [IDEO: Human Centered Design Toolkit](#) (free download)
- For some quick tips on particular methods, you may want to consult IDEO's method cards. See [here](#).

For further readings:

- Soule, S. 2013. "How design thinking can help social entrepreneurs." *Stanford Center for Social Innovation's* blog.
- Pascale, R. T., Sternin, J., & Sternin, M. (2010). *The power of positive deviance : how unlikely innovators solve the world's toughest problems*. Boston Mass: Harvard Business Press.

Students are expected to investigate their challenge and generate empirical material on the various stakeholders to the problem of their choice. You do this by conducting interviews with experts and targeted groups, mapping communities, doing fieldwork and using a wide range of data generating methods. Build on the skills you have developed in the "Making social science matters" course. For some quick tips on particular methods, you may want to consult IDEO's method cards. See [here](#).

## Module 2: Tools for analyzing the challenge

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| 5 | <p>Social innovation through reframing</p> <p>Queralt<br/>Prat-i-Pubill</p> <p>Week 17<br/>Thursday,<br/>April 25th,<br/>08.00-10.35<br/>(3h)</p> <p>**Room D10<br/>089</p> | <p>An exercise in community development in Nicaragua</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Lakoff, G. 2004. "Preface: Reframing is Social Change". <i>Don't Think of an Elephant! Know Your Values and Frame the Debate</i>, pp.xv-xvi. Chelsea Green Publishing.</li> <li>• Parmar, B. 2012. <a href="#">How to better frame problems</a>. Darden Business Publishing.</li> <li>• Wedell-Wedellsborg, T. (2017). Are You Solving the Right Problems? <i>Harvard Business Review</i>, 1–11.<br/><a href="https://hbr.org/2017/01/are-you-solving-the-right-problems">https://hbr.org/2017/01/are-you-solving-the-right-problems</a></li> <li>• Canning, D. &amp; Reinsborough, P. 2012. Reframing. In Boyd, A. (ed.) <a href="#">Beautiful Trouble: A toolbox for revolution</a>, pp.184-185 in the index (168-169). OR Books.</li> <li>• Snow, D.A. et al, 1986. <a href="#">Frame Alignment Processes, Micro-mobilization, and Movements Participation</a>. <i>American Sociological Review</i>, 51(4):464-481.</li> </ul> <p>Suggestion for further reading:</p> <ul style="list-style-type: none"> <li>• <a href="#">Lakoff, George &amp; Sam Ferguson. 2006. The Framing of Immigration. The Rockridge Institute.</a></li> <li>• Kirk, M., Hickel, J. &amp; Brewer, J. 2015. "<a href="#">Using Design-Thinking to Eradicate Poverty Creation</a>." <i>Stanford Social Innovation Review</i>.</li> </ul> | <p>During the session, we will discuss the importance of framing in efforts aiming at social change. We will do this through an exercise in which we will develop the courses of action that can be taken in order to develop two poor communities in Nicaragua.</p> <p>As we will see, framing the problem is more than half of its solution. After the exercise, we will trace the history of the notion of framing from Goffman to social movement theory, and highlight its current relevance for efforts to mobilize people towards a shared social goal and gain resources for social innovation and entrepreneurship.</p> <p>You will then work with framing for your own social ventures.</p> |
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| 6 | <p>Social innovation through re-working social capital</p> <p>Queralt<br/>Prat-i-Pubill</p> <p>Week 17<br/>Friday,<br/>April 26th,<br/>08.00-10.35<br/>(3h)</p> <p>Studio</p> | <p>Pre-class individual assignments:</p> <ul style="list-style-type: none"><li>Read and prepare individually the case by Sjöblom &amp; Wijkström, 2009. “<a href="#">Fryshuset</a>”.</li></ul> <p>Readings:</p> <ul style="list-style-type: none"><li>Putnam. R.D. 2000. “Thinking about social change in America.” <i>Bowling alone: The collapse and revival of American community</i>. Chapters 1, pp. 15–28.</li><li>Putnam. R.D. 2000. “The dark side of social capital.” <i>Bowling alone: The collapse and revival of American community</i>. Chapter 22, pp.350–363.</li><li>Granovetter, M. 1973, “<a href="#">The strength of weak ties</a>.” <i>American Journal of Sociology</i>, 78: 1360-1380.</li></ul>  | <p>Social fragmentation and exclusion of growing population groups attest to the erosion of social bonds, also called “social capital”. Distinguishing between bonding and bridging social capital, Putnam has shown the way in which each type enhances different aspects of communities. But, are the various types of social capital always conducive to inclusive and fair societies?</p> <p>During this session, we will see how the various forms of social capital can be mobilized to ignite social change. We will do it through a discussion of Fryshuset.</p> <p>Case questions:</p> <ul style="list-style-type: none"><li>What are the strategic resources available to the people at Fryshuset?</li><li>What necessary strategic resources are scarce at Fryshuset?</li><li>How are the strategic resources generated and used in Fryshuset?</li><li>From your point of view, what are the greatest challenges during an expansion such as the one that the people at Fryshuset are contemplating at the moment?</li></ul> |
| 7 | <p>Mid-course evaluation</p> <p>Queralt<br/>Prat-i-Pubill</p> <p>Week 18<br/>Wednesday,<br/>May 1st,<br/>13.30-16.05<br/>(3h)</p> <p>Studio</p>                               | <p><b>Mid-course evaluation: product: building Engagement. Persuasion Festival</b></p> <p>Your group has 5 minutes to present an engaging campaign/video/presentation which tries to win the audience towards the problem of your choice and how you’re planning to address it.</p> <p>Include imaging of your own fieldwork. We’ll organize an “engagement contest”, and you’ll be voting for the most talented!</p> <p><b>Dates summary for explanation of your persuasive product:</b></p> <p>April 30th: submit in the digital exam platform a short title, name of group members, explanation of your persuasive product and your engagement campaign/video/presentation in the cloud (a link)</p> <p><a href="#">Consideration for mid-term persuasive product</a> + <a href="#">considerations mid-term and final exam</a></p> |   |



| Module 3: Ideating a solution |   |  |  |
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| 8                             | <p>Ecosystem mapping &amp; Collective Impact</p> <p>Queralt Prat-i-Pubill</p> <p>Week 18<br/>Thursday,<br/>May 2nd,<br/>08.00-10.35<br/>(3h)<br/>Studio</p> | <p>Readings:</p> <ul style="list-style-type: none"> <li>Kania J. &amp; Kramer M. 2011. <a href="#">Collective Impact</a>. <i>Stanford Social Innovation Review</i>.</li> <li>Papi-Thornton, D. <a href="#">The impact gap canvas</a></li> </ul> <p>Suggestion for further reading:</p> <ul style="list-style-type: none"> <li>Kania J. &amp; Kramer M. 2013. <a href="#">Embracing emergence: How collective impact addresses complexity</a>. <i>Stanford Social Innovation Review</i>.</li> </ul> | <p>What five organizations working in the same sector, within the same geography, or with the same demographic group have you spoken with? And how have you built on the lessons you learned from their successes and failures?</p> <p>In this session, you will map what is known on your particular challenge and how it is addressed by extant organizations. Only then will you be able to consider what is still lacking. To do this, we will be using the impact gap canvas.</p> |
| 9 - 10                        | <p>Ideation</p> <p>Queralt Prat-i-Pubill</p> <p>Week 18<br/>Friday,<br/>May 3rd<br/>8.00-13.20 (6h)</p> <p>Studio</p>                                       | <p>Reading:</p> <ul style="list-style-type: none"> <li>Brest, P. 2010. <a href="#">The power of theories of change</a>. <i>Stanford Social Innovation Review</i>.</li> </ul> <p><i>Remedial of mid-term exam</i></p>   | <p>Once you have succeeded in (re)formulating the challenge you are addressing, and once you have mapped the ecosystem of the challenge, the next step is to ideate possible solutions to that challenge. In this session, we will use a variety of idea-generating techniques to help you turn what you have learned so far into concrete solutions.</p>  |

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| 11    | <p>Social Business Model</p> <p>Queralt Prat-i-Pubill</p> <p>Week 19</p> <p>Monday, May 6th, 13.30-16.05 (3h)</p> <p>Studio</p> | <p>Pre-class assignment:</p> <ul style="list-style-type: none"> <li>Mathissen, M. 2015. "A Delicate Balance for Ruby Cup: Profitability and Sustainability at the Base of the Pyramid." GlobaLens, University of Michigan. To be bought at <a href="#">WDI Publishing</a>.</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Garrette, B. and Karnani, A. 2010. "<a href="#">Challenges in Marketing Socially Useful Goods to the Poor</a>." <i>California Management Review</i>, Vol. 52 (4): 29-47</li> <li>Bolis &amp; West. 2017. <a href="#">Marginalized Return</a>. <i>Stanford Social Innovation Review</i>, Fall issue.</li> </ul> <p>Suggestions for further reading:</p> <ul style="list-style-type: none"> <li>Prahalad, C.K. and Hammond, A. 2002. "<a href="#">Serving the world's poor, profitably</a>." <i>Harvard Business Review</i></li> <li>Ebrahim, A., Battilana, J. &amp; Mair, J. 2014. <a href="#">The governance of social enterprises</a>: Mission drift and accountability challenges in hybrid organizations. <i>Research in Organizational Behavior</i> 34: 81-100.</li> </ul> | <p>What happens when the "social" meets "economics"? When a focus on "community" clashes with one on the "market"? When we oppose the "subject of rights" to the "subject of interest"? This session elucidates on the potential conflict of logic embedded in the very phenomenon of social entrepreneurship.</p> <p>Taking as starting point the case of Ruby Cup, a social venture started by a former CBS student, we will discuss the potential clash between a market and a social logic.</p> <p>Further, after seeing the conflict through the Ruby Cup case, you will work on the social business model of the solution your group is working with. As we develop the business model, we need to make sure that expectations of profit do not risk putting your envisioned social change on the side. How can this be done? Does profit always run in synergy with a focus on the social? And what is the theory of change your business model builds on?</p> <p>Case questions:</p> <ul style="list-style-type: none"> <li>In what ways do you think that Ruby Cup creates value for society? And how have their efforts to create social value led to business results?</li> <li>How has Ruby Cup modeled its business while also trying to stay true to its social mission?</li> <li>Ruby Cup followed a low-margin-high-volume business model formula. What are the strengths and challenges this business model poses for Ruby Cup?</li> <li>What is your assessment of Bottom-of-the-Pyramid (BoP) models?</li> </ul> |
| Exams |   |   |   |

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| Exam<br>Week 21<br>Monday<br>20th May<br>Deadline:<br>12:00 am | Written home exam<br><br><a href="#">Exam considerations</a><br><br><a href="#">Exam SIE 2019</a> |  |
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