Maastricht University

COURSE Manual

Social & Environmental Entrepreneurship
SSC3017

Academic Year: *2017-2018*
Course Period: *04*

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School of Business and Economics

Bachelor

Contents

Introduction

"To make real change, you have to be well anchored - not only in the belief that it can be done, but also in some pretty real ways about who you are and what you can do."

- Twyla Tharp – *The Creative Habit (2003)*

Course Description

Interest in the concept of social and environmental entrepreneurship has been sparked over the last two decades due to frustration with inefficient, ineffective and failed action of government and philanthropic bodies, as well as the socially destructive behaviour of many businesses. An explicit and central social/environmental mission, innovation, creativity and a strong market orientation are the distinguishing features of social and environmental entrepreneurship. Social and environmental entrepreneurs are committed to furthering a social and/or environmental mission, and rank social, environmental or cultural impact on a par with, or above, profit. At the intersection of business, government and not-for-profit organisations, these social and environmental entrepreneurs are now visible and having an impact on a global scale.

This course will provide you the opportunity to learn how you can apply your knowledge and skills to address complex social and environmental problems. This course is structured around experiential problem-based learning, providing you the opportunity to synthesise theory and practice as you develop an idea for your own social and environmental enterprises. Topics will include: critically reviewing concepts; user centred-design of social and environmental enterprises; frameworks for understanding and strategizing; understanding and reporting social and environmental impact; and cross-sector collaboration.

Course Objectives

On the successful completion of this course you should be able to:

1. Critically reflect on social and environmental entrepreneurship theory and practice

2. Identify and evaluate social and environmental entrepreneurship opportunities

3. Develop a strategy for a social/environmental enterprise

4. Conduct primary research and analyse primary and secondary data in the field of social and environmental entrepreneurship

5. Prepare and present documentation to pitch a novel enterprise idea

6. Learn to cope with the chaos and complexity of doing social and environmental entrepreneurship in the real world

Course Overview

Coordinator:	Dr Jarrod Ormiston j.ormiston@maastrichtuniversity.nl Room A1.18, SBE
Tutor:	TBD
Teaching Methods:	Lectures, workshops, PBL sessions, case sessions, mentoring sessions, facilitations
Assessment Methods:	Participation, facilitation, pitches, final paper
Period:	Spring 2018 - Block 4
Credits:	5 ECTS
Attendance:	Compulsory (you can miss no more than 2 sessions (lecture, workshop, PBL, case, mentoring, facilitation))

Philosophy of teaching: Experiential problem based learning

This course utilizes *experiential* problem based learning as a core teaching and assessment approach. This approach involves you creating an idea for social and/or environmental enterprise to solve a current problem. Throughout the course you will work with a team of students to develop a social enterprise idea that will create positive societal impact. You will work collaboratively with your teammates to develop a pitch based a primary and secondary research. In experiential problem based learning, the problems faced by you as entrepreneurs drive the learning experience. These real life problems will guide your reading, research and interviews throughout the course.

Assessment

Assessment	Length	Weight	Due Date
A. Participation	Weekly	10%	Weekly
B. Facilitation	45 minutes	15%	As assigned
C. Idea generation	90 second video + one pager	15%	Week 2
D. Group pitch	10 minutes + pitch deck and appendices	25%	Week 6
v. Final Paper	2500 words + references	35%	Week 7

Attendance: In this course we expect you to think and act entrepreneurially, but also to present yourselves professionally. Hence, you are expected to attend all lectures, workshops and tutorials, and (of course) not to arrive late. If you miss more than two of the workshops, tutorials, lectures, you will fail the course. When you arrive more than ten minutes late (without emailing your lecturer/tutor), you will be penalized in your participation mark for the day. If you think you will miss a class, an email explaining your absence is a bare minimum.

A. Participation (10% of final grade) - Weekly

Task Description
You are expected to prepare readings prior to class; engage with guests, lecturers, tutors and fellow students; initiate discussion and work for your projects throughout course; and foster a community of learning and practice. Volume of interaction is less important than quality of interaction. You will be assessed throughout the course based on active participation and meaningful comments in workshops and tutorials. You will have multiple opportunities throughout the course to present your insights and challenges.

Assessment Criteria
1. Preparation
2. Critical reasoning / critical thinking
3. Imagination / Creativity / Originality
4. Self-criticism (include. reflection on practice)
5. Interactive and group skills (include. teamwork, negotiation & empathy)
6. Initiative (imagination, leadership, taking action, independence)
7. Time management/self management

Feedback
Formative: Students may request for indicative feedback on their participation in week 4.

Summative: Students receive marks for their participation at the conclusion of the course.

B. Facilitation (15% of final grade) – 45 minute session

Task Description

You are required to facilitate one session (45 minutes) in one of the tutorials throughout the course. NOTE: In each of the facilitation tutorials there will be two 45-minute facilitations. You will facilitate the session alone or in pairs depending on how many students are in the group. Note that you will receive an individualised grade even when co-hosting a session.

Every facilitation has a series of learning objectives that should result in two main goals: (i) understand the case study through applying the relevant literature; (ii) develop practical insights for the pitches. You should spend an equal amount of time on analysing the case study and developing insights for the pitches. The topics, learning objectives, cases, core article and additional resources for each facilitation are listed at the end of the course book.

You need to share a one-page outline of the plan for your facilitation with the lecturer/tutor in the session before you do your facilitation. (i.e. if your facilitation is on the Friday, you need to share your one-page outline with the lecturer/tutor on the Wednesday). NOTE: this is a general outline that is non-assessed and is intended to provide you with feedback.

Your facilitation marks will consist of two main elements: Content and Process

Assessment Criteria: Content
1. Designing activities that meet the learning objectives
2. Facilitating discussion of the case and linkages to core article
3. Integrating insights from the additional resources
4. Introducing ideas from external cases/literature
5. Generating practical insights for the pitches
6. Demonstrating imagination, creativity and originality
7. Utilizing appropriate visuals aid (e.g. figure, tables, photo, videos, cases)

Assessment Criteria: Process
1. Creating a relaxing but constructive working atmosphere
2. Inviting and stimulating all class members to contribute
3. Structuring the discussion by focusing attention and blocking irrelevant tangents
4. Summarizing key takeaways
5. Managing time in order to meet learning objectives
6. Presenting in a professional manner

Feedback

Formative: Students will receive feedback on their facilitation plan based on their one-page outline in the session before they conduct the facilitation.
Summative: Students receive marks and written feedback on their facilitation on the day of their facilitation.

C. Idea Generation (15% of final grade) – 90 second video + one pager

Task Description

The Idea Generation task aims to assess your ability to think like a social entrepreneur, identity opportunities and pitch an idea.

You are required you to identify the causes of a persistent social problem in a specific location (e.g. Maastricht, Amsterdam, Aachen, or any other town, city, country or region) and generate a socially/environmentally entrepreneurial idea that contributes to addressing the problem.

You are required to develop a 90 second video pitch that is supported by a 1-page outline to explain the idea. Your pitch should answer the following questions.
- What are the causes of the social problem you are trying to solve?
- What are the gaps in the market (could include gaps in Government/NFP activities)?
- What is the solution? Why it is new and innovative?
- How will you make money?
- What is the potential social impact? Is there a potential to scale the solution?

You need to upload your video and one pager by Thursday midnight in week 2.

Your marks will consist of two main elements: Content and Style

Assessment Criteria: Content
- Imagination/Creativity/Originality
- Critical thinking
- Clarity on the social or environmental need to be addressed
- Identification of market demand
- Clear explanation of the product or service and how it will be commercialised
- Explanation of potential for scale
- Understanding the potential impact the enterprise will have on the need/problem

Assessment Criteria: Style
- Professionalism of presentation
- Clarity of presentation (delivery and structure)
- Quality, depth and appropriateness of material presented
- Convincing (credible and compelling)
- Interesting and engaging
- Adherence to guidelines

Feedback
Formative: Students will receive feedback from their peers in the lecture in Week 2.
Summative: Students will receive marks and written feedback on their Idea on the day it is shown in class from both peers and the tutor.

NOTE: We will form teams of 3 or 4 for the Group Pitch (Assessment D) based on the peer ratings of the Idea Generation pitches.

D. Group Pitch (25% of final grade) – 2 x 10 minute pitch + pitch deck and appendices

Task Description

As mentioned above, the most convincing/inspiring pitches from the Idea Generation videos (Assessment C), as voted by your peers, will be chosen to be developed throughout the course. You will form groups of 3 or 4 around these social/environmental enterprise ideas.

The Group Pitch will involve the development of 10 minute pitch (including pitch deck and appendices) for the novel social/environmental enterprise. In week 6 you will deliver both a Practice Pitch (worth 10% of final grade) and the Final Pitch (worth 15% of final grade)

Practice Pitch (10% of final grade)

Your group will deliver a 'Practice Pitch' of 10 minutes in the first tutorial in week 6. The intention is to give you feedback before your Final Pitch and provide a hard deadline to ensure your group is advancing its thinking. You should also prepare a pitch deck (i.e. ppt slides) and appendices that provide evidence and justification of your idea.

Final Pitch (15% of final grade)

In the second tutorial in week 6 you will deliver a 'Final Pitch' of 10 minutes plus 5 minutes of Q&A. The intention is for industry experts and/or entrepreneurs to participate in the assessment of the Final Pitch. You should also prepare a pitch deck (i.e. ppt slides) and appendices that provide evidence and justification of your idea. This pitch deck is also assessed.

Focus of the pitches

To develop your Group Pitch you will need to conduct primary and secondary research.
You Group Pitch should answer the following questions:

- What are the causes of the social problem you are trying to solve?
- What are the gaps in the market (could include gaps in Government/NFP activities)?
- What is the solution? Why it is new and innovative?
- What is the specific product of service? How will you bring it to market?
- How is your solution evidence-based? Why will it work?
- How will it make money?
- What are the proposed funding sources?
- What is the potential social impact?
- How will you measure the social impact?
- Is there a potential to scale the solution?
- Who is the team/the program/the organization?
- What are the next steps involved in launching the enterprise?

The ideas you develop should be practical but also innovative.

It is expected that you will draw explicitly upon the concepts, frameworks and theories presented in lectures, workshops and tutorials, and from self-directed readings in the assignments, lectures and guest lectures.

Each group will also work with a mentor during one of the sessions, who will provide guidance on your Group Pitch.

Group Pitch (continued)

Your marks will consist of two main elements: Content and Style

Assessment Criteria: Content
- Imagination/Creativity/Originality
- Depth of research (primary and secondary)
- Critical thinking
- Depth of analysis and evidence
- Clarity on the social or environmental need to be addressed
- Identification of market demand
- Clear explanation of the product or service and how it will be commercialised
- Appropriateness of potential funding sources
- Understanding potential impact the enterprise will have on the need/problem and how it will be measured
- Explanation of potential for scale
- Practicableness of next steps

Assessment Criteria: Style
- Professionalism of presentation
- Clarity of presentation (delivery and structure)
- Quality, depth and appropriateness of material presented
- Convincing (credible and compelling)
- Interesting and engaging
- Adherence to guidelines

IMPORTANT NOTE ON GROUPWORK: It is also expected that you work in teams. There may be problems with the teams, with individuals within those groups, and with free riders. We must actively seek to manage for this, and this will require YOUR input and engagement. You will also be expected to contribute fully to your Group Pitch. You will evaluate (in conjunction with your workshop leader and the lecturer) each other's performance. All students will be required to complete a peer assessment form in the final week to help in assessing the contribution of all group members.

Feedback
Formative: Students will receive instant feedback through verbal comments from the lecturer/tutor in each workshop as they develop their Group Pitch. Students will also receive instant feedback through verbal and emailed comments on their Practice Pitch from the lecture/tutor.
Summative: Students will receive instant feedback through verbal and emailed comments on their Final Pitch from the industry experts/entrepreneurs and the lecture/tutor. You will receive your marks for the pitches within 10 days of doing the final pitch.

E. Final Paper (35% of final grade) - 2500 words + references

DUE DATE: To be submitted through SafeAssign at the end of exam week

Task Description

The Research Paper is a focused 'specialist' report that should be written with a broad audience in mind (e.g. social/sustainable entrepreneurs, students and/or academics). The paper should focus on a problem specific to social/sustainable entrepreneurs.

NOTE: the Research Paper is a hybrid piece that mixes an academic review paper with a more practical report.

Your paper should include the following:
- **A review of the academic and practitioner literature exploring the topic**
- **A series of exemplar cases explaining how the topic is experienced in practice**
- **A conclusion with direction that is of use to academics and practitioners.**

The topic should be agreed with your lecturer/tutor in week 3. The following table highlights some potential topics that you should use a starting point for choosing your own topic.

Theme	Example topic
Business models and organizational form	How do different social enterprise business models influence the ability to scale impact?
Innovation	Which factors influence the impact of social/sustainable innovation diffusion?
Context	How do differing institutional/contextual factors influence the legitimacy of social and environmental entrepreneurship?
Social impact	How are differing approaches to impact measurement used by investors?
Opportunities	How do social/sustainable entrepreneurs identify opportunities?
Collaboration	How do social/sustainable entrepreneurs manage the challenges of cross-sector collaboration?
Social mission	How do social/sustainable entrepreneurs ensure continued attention to their social mission?
Funding	What are the key drivers of decision-making for impact investors?
Stakeholders	How do social enterprises manage competing interests of diverse stakeholders?
Ethics	Under what conditions are social/sustainable entrepreneurs willing to cut ethical corners?
Crowdfunding	What are the key determinants for a successful crowdfunding campaign?
Motivation	How does an organization's mission influence employee motivation?
Europe	What is the role of the European Union in supporting the development of social enterprise?
Informal economy	How is social entrepreneurship enacted differently in the informal economy?
Employment	How can social enterprises recruit and retain the best staff?
Refugees	What are the roles of social enterprises in responding to the refugee crisis?
Climate change	What are the roles of social/sustainable enterprise in combating climate change?
Systemic change	How can social/sustainable enterprise address the root causes of social injustice and enact systemic social change?

List adapted from Gras et al. (2011)

Please ensure that your paper is referenced in appropriate academic style and accesses appropriate sources: e.g. academic journals and books, practitioner reports and websites, reputable media sources and primary data.

The following journals should be the main focus of your academic literature search:

Entrepreneurship journals	Management journals
• Entrepreneurship, Theory and Practice • Journal of Business Venturing • Strategic Entrepreneurship Journal • Entrepreneurship and Regional Development • International Small Business Journal • Journal of Small Business Management • Small Business Economics • International Journal of Entrepreneurial Behavior and Research • Venture Capital: An International Journal • Entrepreneurship Research Journal • International Entrepreneurship and Management Journal • Social Enterprise Journal • Journal of Social Entrepreneurship • Stanford Social Innovation Review	• Academy of Management Journal • Academy of Management Review • Academy of Management Annals • Academy of Management Perspectives • Journal of Management • Journal of Management Studies • Organization Science • Organization Studies • Organization • Business Ethics Quarterly • Journal of Business Ethics • Business and Society • California Management Review • Harvard Business Review • Non-Profit and Voluntary Sector Quarterly • Voluntas

The style of writing and presentation of the paper should reflect that of Harvard Business Review, California Management Review and/or Stanford Social Innovation Review.

Assessment Criteria
Content
- Topic focus and appropriateness for social/sustainable entrepreneurship
- Application of literature/theory from academic journals and books
- Inclusion of industry opinions and perspectives from practitioner reports, websites and reputable media sources
- Integration of case studies of social/sustainable enterprises
- Interesting and engaging
- Informative and insightful

Layout and Grammar
- Appropriate use of referencing
- Presentation, communication and style (written)
- Clarity of expression (incl. accuracy, spelling, grammar, punctuation)

Feedback
Formative: Students will be given verbal feedback on their choice of topic.
Summative: Students will receive written feedback and marks for the final submission within 10 days of submission.

Re-sits

If a student fails a specific assessment task in the course (yet meets the attendance requirements (i.e. not missing more than two workshops/tutorials/lectures), they will have an opportunity to make up for their fail grade for that specific assessment task by writing another written Final Paper. If a student fails two assessment tasks, they would need to write two additional Final Papers (and so on, e.g. fail 3 tasks, write 3 new papers). For example, if a student fails task (B) Facilitation and task (E) Final Paper, they would need to write two 2500 word Final Papers. The Final Paper/s will have the same criteria as Assessment E, but will need to be on a new topic that is agreed with the course coordinator.

Fraud and Plagiarism

In order to protect the reputation of the degrees that you – as students – receive, instances of cheating or plagiarism are treated extremely seriously.

Fraud, including plagiarism, is understood as a student's act or failure to act that makes it partially or fully impossible to correctly assess his/her knowledge, insight and skills.

Plagiarism is understood as the presentation of one's own or other people's ideas or words without adequate reference to the source.

Any assignment is an individual piece of work, which means that plagiarism is strictly forbidden. Equally, the use of mobile phones, communication devices or any other information carrier (whether the phone or other device is turned on or off, used or not used, etc. is irrelevant) during an examination is also forbidden.

If the Board of Examiners concludes that anything has occurred in an examination that makes it partially or fully impossible to correctly assess his/her knowledge, insight and skills, they may impose a sanction in accordance with UCM's policy on fraud, including plagiarism.

More information can be found on the Intranet.

Comments and Complaints

If you would like to make a comment on the course itself or file a complaint about your course results, there are procedures in place to do this.

Please refer to the Intranet via the Student Portal for more information.

Appeal

For information regarding an appeal procedure, please read the information on the Intranet.

Course schedule

Class	Format	Topic	Readings	Assessment
Week 1 – Understanding the 'social'				
1 7 Feb	Opening lecture	- Introduction, course book explanation, teaching philosophy - What is social and environmental entrepreneurship?		- Course book (in detail) - Dees, 2001 - Dean & McMullen, 2007
2 9 Feb	Tutorial	- Introductions - Root cause mapping, definitions, social procurement	Assign facilitations	
CARNIVAL – 12-16 February				
Week 2 – Models, Typologies and Ideas				
3 21 Feb	Lecture	- Social enterprise models - Hot topics in SEE		- Alter, 2006 - Defourny & Nyssens, 2017 - Ashoka fellows list
4 23 Feb	Tutorial	- Idea Generation pitches - Forming teams - Group ideating	Idea Generation	
Week 3 – Thinking Differently				
5 28 Feb	Workshop	- Design thinking - Stakeholder mapping		- Brown & Wyatt, 2010 - Santos et al, 2015 - Case 1: FIJI Water - Case 2: Ben and Jerry's
6 2 Mar	Tutorial	- Framing/mission - Greenwashing - Hybridity	Facilitations 1&2	
Week 4 – Strategizing and Innovating				
7 7 Mar	Workshop	- Social enterprise strategy - Effectuation		- Hambrick & Fredrixon, 2001 - Mulgan, 2006 - Case 3: Tony's Chocolonely - Case 4: Honey Care Africa
8 8 Mar	Tutorial	- Social innovation - Cross-sector partnering	Facilitations 3&4	
9 9 Mar	Lecture	- Mentoring session	5 minute Pitch	
Week 5 – Measuring and Scaling Impact				
10 14 Mar	Workshop	- Impact measurement - Pitching		- Ebrahim & Rangan, 2014 - Dees et al., 2004 - Case 5: Aspire - Case 6: Stakeistan
11 16 Mar	Tutorial	- Scaling - Failure	Facilitations 5&6	
Week 6 - Pitching				
12 21 Mar	Tutorial	- Practice pitch	Practice Pitch	- No readings
13 23 Mar	Tutorial	- Final Pitch	Final Pitch	
Week 7 – Exam week				
29 Mar	No class	- Final Paper DUE	Final Paper	- No readings

Core Literature

Week 1 – Understanding the 'social'
- Read this Course Book (in detail)
- Dees, G. (2001). *The meaning of social entrepreneurship*. Retrieved from https://entrepreneurship.duke.edu/news-item/the-meaning-of-social-entrepreneurship/
- Dean, T. J., & McMullen, J. S. (2007). Toward a theory of sustainable entrepreneurship: Reducing environmental degradation through entrepreneurial action. *Journal of Business Venturing, 22*(1), 50-76.

Week 2 – Models, Typologies and Ideas
- Alter, K. A. (2006). Social enterprise models and their mission and money relationships. In A. Nicholls (Ed.), *Social entrepreneurship: New models of sustainable social change* (pp. 205-233). Oxford: Oxford University Press.
- Defourny, J., & Nyssens, M. (2017). Fundamentals for an international typology of social enterprise models. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, *28*(6), 2469-2497.
- Ashoka fellows list - https://www.ashoka.org/en/our-network

Week 3 – Thinking Differently
- Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. *Stanford Social Innovation Review, Winter,* 31-35.
- Santos, F., Pache, A. C., & Birkholz, C. (2015). Making hybrids work. *California Management Review*, *57*(3), 36-58.
- **Case 1: FIJI Water** (Available from HBR course pack)
- **Case 2: Ben and Jerry's** (Available from HBR course pack)

Week 4 – Strategizing and Innovating
- Hambrick, D. C., & Fredrickson, J. W. (2001). Are you sure you have a strategy? *Academy of Management Executive, 15*(4), 48-59.
- Mulgan, G. (2006). The process of social innovation. *Innovations*, 1(2), 145-162.
- **Case 3:** Tony's Chocolonely - https://www.social-enterprise.nl/files/1814/4198/0581/Tonys_Chocolonely_Teaching_Case_Version_Beta.pdf
- **Case 4:** Honey Care Africa (Available from HBR course pack)

Week 5 – Measuring and Scaling Impact
- Ebrahim, A., & Rangan, V. K. (2014). What impact? *California Management Review*, 56(3), 118-141.
- Dees, J.G., Anderson, B.B., & Wei-Skillern, J. (2004). Scaling social impact. *Stanford Social Innovation Review*, 1, 24–32.
- **Case 5: Aspire** - Tracey, P., & Jarvis, O. (2006). An enterprising failure. *Stanford Social Innovation Review*, *4*, 66-70.
- **Case 6: Stakeistan** (Available from HBR course pack)

NOTE: THERE ARE NO MORE READINGS AFTER WEEK 5

Facilitations
The following sections provide detailed instructions for the facilitators.

Facilitation 1: FIJI Water - Green makeover or 'Greenwashing'

This case study reviews the establishment of FIJI Water, the first company in Fiji extracting, bottling and marketing, both domestically and internationally, artesian water coming from a virgin ecosystem found on Fiji's main island of Viti Levu. The case follows the growth and expansion of FIJI Water to become one of the world's leading bottle water brands. The case focuses on the marketing strategies of FIJI Water and how the company has responded to a number of corporate social responsibility (CSR) issues, including measuring and reducing its carbon footprint, responsibilities to key stakeholders, and concerns of the Fiji government with regard to taxation and transfer pricing issues.

Themes: greenwashing, mission, sustainable marketing

Learning objectives:
- Critique the use of sustainability and social issues in marketing strategies
- Explore the concept of greenwashing
- Articulate the mission of your social enterprise (*practical*)
- Examine potential issues with your enterprise's mission (*practical*)
- Discuss the values that underpin your enterprise's mission (*practical*)

Academic resources to incorporate:
- Laufer, W. (2003). Social accountability and corporate greenwashing. *Journal of Business Ethics*, 43(3), 253-261. (CASE 1)
- Delmas, M., & Burbano, V. C. (2011). The Drivers of Greenwashing. *California Management Review,* 54(1), 64-87.
- Crane, A., Palazzo, G., Spence, L. J., & Matten, D. (2014). Contesting the value of "creating shared value". *California Management Review, 56*(2), 130-153.

Additional resources:
- NPR segment: A Bottled-Water Drama In Fiji - http://www.npr.org/2010/12/01/131733493/A-Bottled-Water-Drama-In-Fiji
- The sins of greenwashing - http://sinsofgreenwashing.com/
- UnLtd – Is social enterprise the best model? - https://unltd.org.uk/wp-content/uploads/2012/12/1-4.pdf
- UnLtd – Setting your vision mission and values - https://unltd.org.uk/wp-content/uploads/2012/12/2-4.pdf

Example discussion questions:
- Would you consider FIJI Water a social/sustainable enterprise?
- What factors contributed to the success of FIJI Water?
- What is green washing and how can it be identified?
- What are the core elements of a good mission?
- Which stakeholders should be considered when developing a mission statement?

Facilitation 2: Ben and Jerry's – Preserving mission and brand
This case study examines the challenges faced by Ben and Jerry's in preserving their social values in the context of their acquisition by Unilever. Ben and Jerry's was one of the early leaders in social enterprise and corporate social responsibility. Their social practices around job security, donation of profits to their foundation, caps on executive pay, and treatment of suppliers were core elements of the enterprise's mission. When Ben & Jerry's was acquired by Unilever in 2000 many stakeholders were concerned that the enterprise's mission would become compromised. This case follows the challenges and opportunities faced by Ben and Jerry's Head of Social Mission in the months after the acquisition.

Themes: mission, mergers & acquisitions, organisational culture, social-business tensions

Learning objectives:
- Analyse the connection between social value and business value
- Examine the challenges of 'exiting' a social enterprise
- Understand the concepts of hybridity and mission drift
- Describe social-business tensions for your enterprise (*practical*)
- Discuss activities of your enterprise that could lead to mission drift (*practical*)
- Discuss which type of hybrid organizational form applies to your enterprise (*practical*)

Academic resources to incorporate:
- Austin, J. E., & Leonard, H. B. (2008). Can the virtuous mouse and wealthy elephant live happily ever after. *California Management Review,* 51(1), 77-102.
- Smith, W. K., Gonin, M., & Besharov, M. L. (2013). Managing social-business tensions: A review and research agenda for social enterprise. *Business Ethics Quarterly*, 23(3), 407-442.
- Pache, A.C., & Santos, F. (2013). Inside the hybrid organization: Selective coupling as a response to competing institutional logics. *Academy of Management Journal*, 56(4), 972-1001.

Additional resources:
- Guardian article: Ben & Jerry's: parent companies don't always know best
  https://www.theguardian.com/sustainable-business/ben-jerrys-b-corporation-social-responsibilities
- YouTube clip - Peace, Love, And Branding: The History Of Ben & Jerry's In 3 Minutes
  https://www.youtube.com/watch?v=JNuDGsSdE0U
- BBC Report - Did Ben & Jerry's change Unilever?
  http://www.bbc.com/news/business-18167345

Example discussion questions:
- How well did Ben and Jerry's fit the Unilever business model?
- What were the main tensions and synergies between Ben and Jerry's and Unilever?
- Could Ben and Jerry's be described as a hybrid enterprise?
- What is mission drift and how can it be avoided?
- What strategies can social enterprises use to manage social-business tensions?

Facilitation 3: Tony's Chocolonely – Changing the chocolate industry
This case study examines entrepreneurial journey behind Tony's Chocolonely, arguably the most famous Dutch social enterprise. The case details how Tony's built an attractive brand, which was the number three brand in value in the nation's largest supermarket, created their own truly responsible value chain and increased awareness on the slavery problem in the cocoa industry with chocolate companies and consumers. The case highlights Tony's Chocolonely's vision: a 100% slavery-free chocolate sector, and explores how this vision means changing the mindset and behaviour of all actors in the chocolate sector, from farmers to local governments and from large chocolate companies to chocolate consumers.

Themes: social innovation, value chain, stakeholders, modern slavery

Learning objectives:
- Understand the barriers involved in changing an entire value chain
- Analyse the unique innovations in Tony's value chain
- Discuss the current state of modern slavery and which industries are implicated
- Visually map the supply chain for your enterprise and highlight opportunities for social innovation *(practical)*
- Recommend strategies for your enterprise to influence the actions of other stakeholders in their value chain *(practical)*

Academic resources to incorporate:
- Crane, A. (2013). Modern slavery as a management practice: Exploring the conditions and capabilities for human exploitation. *Academy of Management Review, 38*(1), 49-69.
- Nicholls, A., & Murdock, A. (2011). The nature of social innovation. In A. Nicholls & A. Murdock (Eds.), *Social innovation: Blurring boundaries to reconfigure markets.* (pp. 1-30). Basingstoke, UK: Palgrave MacMillan.
- Kania, J., & Kramer, M. (2011). Collective impact. Stanford Social Innovation Review, 9(1), 36.

Additional resources:
- YouTube clip - Tony's Chocolonely story - https://www.youtube.com/watch?v=RdRB99F9zG8
- CNN Article: Slave-free chocolate: a not-so-guilty pleasure http://edition.cnn.com/2017/06/02/world/tonys-chocolonely-slavery-free-chocolate/index.html
- What is Modern Slavery - https://www.antislavery.org/slavery-today/modern-slavery/

Example discussion questions:
- Which companies products do you buy that rely on modern slavery?
- Which strategies did Tony's Chocolonely utilize to disrupt the value chain?
- What are the best ways to influence other organisational stakeholders to act in more socially and environmentally responsible ways?
- What are the most important processes/practices in achieving social innovation?

Facilitation 4: Honey Care Africa – A tripartite model

This case study examines the growth of Honey Care Africa (Honey Care) a Kenyan social enterprise supporting small-holder farmers. This case details the driver of success for Honey Care: an innovative business model that is built around a synergistic partnership between the development sector, the private sector, and rural communities that drew on the core competencies of each party as well as their complementary roles. The case is written from the perspective of the director and co-founder of Honey Care looking back over the six years of operations and describing the original business model and several sequential changes based on feedback from rural communities, partner organizations, and learning by doing through field operations. The case also tackles alternative routes for scaling up the model in East Africa. The case presents specific challenges which illustrate growing tensions between Honey Care's original commitment to the farmers and its prospects for international take-off.

Themes: cross-sector partnering, learning by doing, scaling impact, internationalisation

Learning objectives:
- Discuss the formation and (re)configuration of critical public-private partnerships
- Understand strategic dilemmas associated early growth
- Reflect on the positive institutional impacts of grassroots for-profit ventures in poverty alleviation, local capacity building, and market creation.
- Recommend potential cross-sector partners for your enterprise (practical)
- Discuss potential ways in which you could learn more by doing (practical)

Academic resources to incorporate:
- Selsky, J. W., & Parker, B. (2005). Cross-sector partnerships to address social issues: Challenges to theory and practice. *Journal of Management*, 31(6), 849-873.
- Babiak, K., & Thibault, L. (2009). Challenges in multiple cross-sector partnerships. *Nonprofit and voluntary sector quarterly*, 38(1), 117-143.
- Gabriel, M. (2014). *Making it big: Strategies for scaling social innovations*. Nesta: London, UK

Additional resources:
- 12 Steps towards successful cross-sector partnerships - https://thepartneringinitiative.org/tpi-tools/12-steps-towards-successful-cross-sector-partnerships/
- YouTube clip - Honey Care Africa wins Nestlé's CSV Prize - https://www.youtube.com/watch?v=ybnBccMwRWk

Example discussion questions:
- What are the core sources of competitive advantage for Honey Care Africa?
- Which partnerships could Honey Care reconfigure to increase financial viability?
- What changes could enhance the scalability and replicability of the model?
- What are the key elements for successfully designing cross-sector partnerships?
- What are the main challenges in implementing cross-sector partnerships?

Facilitation 5: Aspire – An enterprising failure

This case study follows that story of Aspire, one of the poster children of social enterprise in the United Kingdom. The cases details how Paul Harrod and Mark Richardson, two recent Oxford University graduates, founded a social enterprise that employed homeless people in a door-to-door catalogue business that sold fair-trade products. By 2001, the company was doing $1.6 million in business, and was one of the first social enterprises in the United Kingdom to expand through franchising. By 2004, however, Aspire had collapsed into bankruptcy. The first hand account outlines the key milestones in the enterprises' development and eventual failure.

Themes: scaling impact, social franchising, work integrated social enterprise, failure

Learning objectives:
- Analyse the reasons for the failure of Aspire
- Discuss the advantages and disadvantages of scaling through franchising
- Evaluate the lessons that can be learned through stories of failure
- Identify the 'innovation' of your enterprise (*practical*)
- Apply the five R's framework to your enterprise (*practical*)

Academic resources to incorporate:
- Bloom, P. N., & Chatterji, A. K. (2009). Scaling social entrepreneurial impact. *California Management Review, 51*(3), 114-133.
- Tracey, P., & Jarvis, O. (2007). Toward a theory of social venture franchising. *Entrepreneurship Theory and Practice*, 31(5), 667-685.
- Cope, J. (2011). Entrepreneurial learning from failure: An interpretative phenomenological analysis. *Journal of Business Venturing*, 26(6), 604-623.

Additional resources:
- Institute for brilliant failures - http://www.briljantemislukkingen.nl/nl/
- F**kup nights - https://fuckupnights.com/
- Freakonomics podcast: Failure is your friend http://freakonomics.com/podcast/failure-is-your-friend-a-new-freakonomics-radio-podcast/

Example discussion questions:
- What were the main reasons for the failure of Aspire?
- If you were the general manager of Aspire what decisions would you have made differently?
- What is the biggest failure you have experienced in your life and what did you learn?
- What are the key indicators that should influence an enterprise's decision to scale?

Facilitation 6: Skateistan – Sport for Development

This case study follows the story of a social entrepreneur Oliver "Ollie" Percovich, a world traveller and skateboard enthusiast. The case tells the story of how Ollie skated through the streets of Kabul and soon found that the children who surrounded him did not just want to watch him skate, they wanted to try skateboarding. As more and more children began to learn, particularly girls who previously were not even allowed to play any sports, Ollie realized he might have found a loophole for changes to existing Afghan cultural norms about girls and sports. The case outlines events that led to Ollie's development of the Skateistan concept, its launch in Afghanistan, and the organization's organic growth into other regions of the world. The case describes the organization's approach to creating systemic social change and illustrates the challenges social entrepreneurs' face in spreading their innovation.

Themes: funding models, growth strategy, emergent strategy, lean startup

Learning objectives:
- Analyse the advantages and disadvantages of alternative funding models for non-profit social enterprises
- Assess which elements of the Lean Startup methodology were utilised by Skateistan
- Evaluate the growth strategies that Skateistan might adopt in the future
- Identify current and potential funding sources for your enterprise (*practical*)
- Evaluate how your enterprise can utilize elements of the Lean Startup (*practical*)
- Recommend potential new geographic markets for your enterprise (*practical*)

Academic resources to incorporate:
- Foster, W. L., Kim, P., & Christiansen, B. (2009). Ten Nonprofit Funding Models. *Stanford Social Innovation Review*, 7(2), 32–39. (CASE 7)
- Fosterm W., & Fine, G. (2007) How nonprofits get really big. *Stanford Social Innovation Review, 5*(2), 46-55.
- Blank, S. (2013). Why the lean start-up changes everything. *Harvard Business Review,* 91(5), 64.

Additional resources:
- Vimeo clip: Skateistan: To live and skate Kabul - https://vimeo.com/15841377
- TED Talk: Dan Pallotta – The way we think about charity is dead wrong https://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong
- The Lean Startup - http://theleanstartup.com/principles

Example discussion questions:
- What was the fundamental social problem Ollie was looking to address?
- What potential issues need to be addressed in Skateistan's business model?
- How can the lean startup methodology contribute to enterprise growth?
- How can entrepreneurial learning be embedded in everyday organisational activities?