



International Social Impact Strategies (ISIS) Fall 2011 – Spring 2012

Instructor Information:

Professor Jill R. Kickul
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Class Hours: R 6-9 PM. in Fall
Fall Sessions Nov 3, 10, 17; Dec 1
South America Field Work: Jan 2 to 13
Spring Sessions: 8 Sessions upon return
Office Hours: By appointment

Readings:

The course will include several required texts:

- *MBA Field Studies: A Guide for Students and Faculty*, Corey (ed.), 2001.
- *The Basic Principles of Effective Consulting*, Stroh and Johnson, 2005.
- *The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits*, Prahalad, 2004.
- *Selected Readings on Blackboard*

Course Theme and Goals

The International Social Impact Strategies course is designed to help students gain actionable insights into the nexus between economic and social value creation in an international context. Specifically, the purpose of ISIS is to provide students with hands-on exposure to the entrepreneurial pursuit of social impact in a developing economy. As a result of this course, students will gain:

- Increased ability to recognize and critically assess various forms of social enterprise and base-of-the-pyramid strategies as tools of poverty alleviation, economic development, and social transformation;
- Greater understanding of the challenges of growing and sustaining a social enterprise, as well as special insights into enterprise development in a developing economy;

- Improved consulting skills, including project planning, issue analysis, formulation of strategic and tactical recommendations, and client relationship management.

While exploring these developing countries first hand, students will learn about local history, culture, economy, politics, social change, sustainable development, and entrepreneurship. By participating in the course, students will be better able to adapt and apply business skills and academic disciplines in the social sector, and will have increased skills for effective and thoughtful leadership in business and society throughout their careers.

Course Objectives & Methods

Academic Component

The course is intended to provide a socially relevant academic experience that combines classroom curriculum with hands-on learning and an international experience. We will leverage case studies, lectures and class discussion to help participants learn to think strategically and act opportunistically, with an economic mindset and a social conscience. Participants, grouped into teams, will take turns leading the discussion on various cases as well as synthesizing and critiquing the many assigned readings to better internalize the learning process.

Practical Component

In partnership with a number of social enterprises and venture philanthropy organizations, students will have the opportunity to apply their classroom learning to real-world issues by conducting field work projects abroad. Team based projects will focus on areas such as poverty alleviation, energy, health and sustainability. Students will gain exposure to innovative models for addressing issues of global poverty, as well as to thoroughly-vetted international social enterprises that are making tangible and potentially scalable progress in serving the world's poorest populations. Student teams will work in close collaboration with partner organizations to deliver on discrete projects designed to meet existing needs. In addition, project deliverables will include a findings component designed to facilitate the sharing of knowledge and best practices within the sector.

The practical component will focus on fieldwork in South America. In advance of travel, students will leverage information technology to establish relationships with partner organizations. This will ensure that teams are well informed of focal issues, have the opportunity to gather enough data to quantify the central issues, and can begin generating preliminary solutions. The goal is for student teams to be intimately familiar with the organizations and ready to present preliminary recommendations when they arrive in South America. Host organizations will be asked to consider these recommendations and provide critiques which will then form the basis for additional data gathering, field work and further development of the project. Each team is expected to spend two weeks on the ground in South America in order to fulfill the required field work component.

Student Selection into the Course

Students must apply for placement in the course by submitting a statement of interest as well as a resume to the course instructor. Qualifying applicants will be interviewed by the course instructor. Once selected, students will be required to complete pre-course reading assignments and provide synopses of the materials before the first class in the fall.

Course Credit

This is a 3 credit elective course credited to the fall semester and running from fall through spring semesters with a mandatory two-week field work abroad component during winter break.

Course Requirements:**GROUP DELIVERABLES**

(A) Problem Definition Memorandum. After your first teleconference with your client, your team must develop a Problem Definition Memorandum of up to three pages (or up to nine detailed slides) in which you define and justify the problem(s) or opportunities that you think your team should address in its client work, as presently understood. It should include the information on:

- Organization history and background
- Current status, including organization's strengths and weaknesses
- Future goals: short term (one to two years) and long term (three to five years)
- Objectives: problems or opportunities that the client would like the team to study
- Financial performance, where data are available.

REFERENCES: *MBA Field Studies* (pages 12-15) and *Basic Principles of Effective Consulting* (pages 18-21 and 63-67).

After you receive feedback on your draft, you will further revise your memo and submit it to the client organization for their review. Additional revision may be required in order to achieve approval by the client. The final version of the memorandum should be submitted to the instructor.

(B) Letter of Agreement. Each team should develop a letter of agreement to document the proposed scope of work of the consulting project. The letter of agreement should include:

- summary of problem definition
- project objectives (to the extent possible, these objectives should be expressed as expected outputs or, preferably, outcomes rather than activities.)
- key research question(s), proposed analysis to answer each question, and the data required for this analysis
- proposed approach/methodology (major activities and timeline)
- brief description of the intended content and format of the deliverable(s)
- expectations for communications between the student team and the key client contacts (e.g., designated points of contact, frequency and method of contact prior to arrival on site, frequency and nature of contact while in country, etc.)
- projected resource requirements (e.g., understandings about access to people and information, handling of expenses, availability of logistics support from the client, etc.)
- summary of the work experience and relevant skills of each team member (approximately one paragraph each), to demonstrate the qualifications of your team.

The **revised version** of this document, incorporating client feedback on the draft version, should also include a work plan with greater detail on the major activities and timeline for both the U.S.-based portion and the on-site portion of the project. *The work plan should also clearly note the analyses, literature reviews, studies of best practices, etc., that will be conducted by individual team members.*

REFERENCES: *MBA Field Studies* (pages 8-9 & 12-19), *Basic Principles of Effective Consulting* (pages 33-59).

(C) Project Status Reports. These reports, submitted twice, must include an update on your team's progress to date, any adjustments to the scope of work (e.g., changes to the original problem statement, objectives, key research questions, or major activities), and a review of your project against key factors of risk and success. A template for the status report will be provided in advance.

REFERENCES: *MBA Field Studies* (page 16), *Basic Principles of Effective Consulting* (pages 60-83).

(D) On-Site Work Plan. Teams must submit a detailed work plan for the on-site portion of the field study. Please indicate which meetings, interviews, or other activities have already been scheduled and confirmed, and those that are not yet scheduled.

REFERENCES: *MBA Field Studies* (page 16), *Basic Principles of Effective Consulting* (pages 60-83).

(E) Presentation of Findings and Proposed Recommendations & Detailed Outline of Final Report

(F) Final Report

(G) Presentation of Final Report highlighting key findings, major recommendations & implementation plan.

INDIVIDUAL DELIVERABLES

(A) Social Impact Theory & Ecosystem Map. In a brief narrative and accompanying diagrams (3-4 pages), please describe and analyze your client's social impact theory (also known as a "theory of change") and the ecosystem in which they operate. Based upon your current knowledge of the client, please also briefly identify ways in which the client may be able to achieve even greater impact. Diagrams should include a logic tree illustrating the social impact theory, and a map of the ecosystem.

REFERENCES: *Fortune at the Bottom of the Pyramid* (Chapter 4), "The Process of Social Entrepreneurship," "Zeroing in on Impact," and "Cultivate Your Ecosystem," additional materials to be distributed in advance.

(B) Class Participation. The success of this course depends not only on your attendance, but also on your participation. For every class, students are expected to read the readings, cases, etc. Participation is measured using several criteria. These include actively participating individually during the "discussion" part of our sessions, in team meetings, and in team presentations.

The instructor's evaluation of your participation will be evaluated using these criteria:

- When questions were presented to the class, how active (as opposed to inactive) was your participation?
- When you answered questions or commented on reading-related or discussion-related material in class, how accurately (as opposed to inaccurately) did you use concepts previously discussed?
- When you asked questions or commented on reading-related or discussion-related material in class, how creative (as opposed to redundant or repetitive) was your thinking?
- When you were asked to answer case questions to solve entrepreneurial problems, how specific, hence implementable (as opposed to vague, hence useless), were your suggested remedies to problems raised in class?
- When you criticized others' ideas (including the instructor's), how constructively (as opposed to destructively) did you state your criticism?
- How many times were you absent (so that the class missed your contributions)? One absence may not adversely affect your participation grade; more class absences will lower your final grade.

Grading:

Course grades will be determined as follows:

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|---|------------|
| A. Group Deliverables | 50% |
| <i>[Problem Definition Memorandum (10%), Letter of Agreement & Workplan (10%), Final Report & Presentation (30%)]</i> | |
| B. Individual Assignments | 40% |
| <i>[Social Impact Theory & Ecosystem Map (10%), Class Participation (30%)]</i> | |
| C. Peer Evaluation | 10% |

Laptops, Cell Phones, & Other Electronic Devices

These may not be used in class. Please turn off all electronic devices before class begins.

Honor Code and Academic Integrity

I take Stern's honor code very seriously and therefore expect that you will too. In order to maintain a vigorous learning community in the classroom, it is critical that we, as a class, do not tolerate academic fraud (cheating, plagiarism, lying). As a matter of personal and professional respect for each other, and ourselves we should expect the highest standards of conduct from our peers and ourselves. Violating these standards takes away the value and meaning of the educational environment for all of us, and in the event that such a violation occurs, the individual(s) responsible will be subject to University sanctions that may include failure from the course, suspension, or expulsion. Please see me if you are uncertain about what represents an honor code violation.

Schedule:

DATE	TOPIC	ASSIGNMENTS & READINGS
11/3	Introduction to International Social Impact Strategies	<p><i>IN CLASS:</i></p> <ul style="list-style-type: none"> ▪ Course logistics and overview ▪ Introduction to project partners (in-person and via Skype) ▪ Team choices/formation & next steps
11/10	Introduction to Social Entrepreneurship and Consulting with Social Enterprises	<p><i>READINGS:</i></p> <ul style="list-style-type: none"> ▪ <i>MBA Field Studies: A Guide for Students and Faculty.</i> ▪ <i>The Basic Principles of Effective Consulting</i>, pages 1-67. ▪ “The Meaning of Social Entrepreneurship,” Dees.
		<p><i>IN CLASS—PLENARY SESSION:</i></p> <ul style="list-style-type: none"> ▪ Introduction to social entrepreneurship & scaling social impact ▪ Feedback on draft Letter of Agreement and discussion ▪ Guest Speaker on Consulting with Social Enterprises ▪ Draft Problem Definition Memorandum Due 11/14
11/17	The Context and Consulting with Social Enterprises	<p><i>READINGS:</i></p> <ul style="list-style-type: none"> ▪ <i>The Basic Principles of Effective Consulting</i>, Stroh and Johnson, 2005, pages 67-101. ▪ <i>The Fortune at the Bottom of the Pyramid</i>, Chapters 1-3. <p><i>IN CLASS—PLENARY SESSION:</i></p> <ul style="list-style-type: none"> ▪ Guest speaker, country overview, and/or topical presentations (History, Economics, and Politics)
12/1	The Context and Consulting with Social Enterprises	<p><i>IN CLASS—PLENARY SESSION</i></p> <ul style="list-style-type: none"> ▪ Guest speaker, country overview, and/or topical presentations (Language, Culture & Art) ▪ <i>Draft Letter of Agreement Due 12/4</i> ▪ <i>Draft On-Site Work Plan Due 12/19</i>
South America Trip - Jan 2-13, 2012		
Session 1 When Return		<p><i>IN CLASS—PLENARY SESSION:</i></p> <ul style="list-style-type: none"> ▪ Debrief of Trip and Engagement with Partners ▪ Presentation Briefs from Teams <p>TEAM ASSIGNMENT DUE DAY BEFORE: Project Status Report #1</p>
Session 2		<p><i>READINGS:</i></p> <ul style="list-style-type: none"> ▪ “The Process of Social Entrepreneurship: Creating

DATE	TOPIC	ASSIGNMENTS & READINGS
When Return		<p>Opportunities Worthy of Serious Pursuit,” Guclu, Dees, and Anderson, Duke University, Fuqua School of Business, CASE, 2002.</p> <ul style="list-style-type: none"> ▪ Zeroing in on Impact,” Colby, Stone, and Carttar, <i>Stanford Social Innovation Review</i>, Fall 2004. <p><i>IN CLASS—PLENARY SESSION:</i></p> <ul style="list-style-type: none"> ▪ Overview of Social Impact Theory & Ecosystems ▪ Impact Case I ▪ Team meetings, time permitting
Session 3 When Return		<p><i>READINGS:</i></p> <ul style="list-style-type: none"> ▪ “Cultivate Your Ecosystem,” Bloom and Dees ▪ <i>The Fortune at the Bottom of the Pyramid</i>, Chapters 4-6. <p><i>IN CLASS—PLENARY SESSION:</i></p> <ul style="list-style-type: none"> ▪ Impact Case II ▪ Team meetings (to include discussion of social impact theory and client ecosystem), time permitting <p><i>INDIVIDUAL ASSIGNMENT DUE DAY BEFORE: Social Impact Theory & Ecosystem Map</i></p>
Session 4 When Return		<p><i>IN CLASS—PLENARY SESSION:</i></p> <ul style="list-style-type: none"> ▪ Impact Case III ▪ Guest speaker, country overview, and/or topical presentations (Economic Development & Business Environment) ▪ Teams present project Status Report #2 <p>▪ <i>TEAM ASSIGNMENT DUE DAY BEFORE: Project Status Report #2</i></p>
Session 5 When Return		<p><i>IN CLASS—PLENARY SESSION:</i></p> <ul style="list-style-type: none"> ▪ Impact Case IV and V
Session 6 When Return		<p><i>IN CLASS—PLENARY SESSION:</i></p> <ul style="list-style-type: none"> ▪ Impact Case VI
Session 7 When Return		Team Project Presentations
Session 8 When Return		<p>Team Project Presentations</p> <p>Final Report Due Peer Evaluations Due</p>

About the Instructor:

Jill Kickul recently agreed to join the faculty at New York University Stern School of Business and will assume leadership responsibilities in their Berkley Center for Entrepreneurship. Dr. Kickul was the Richard A. Forsythe Chair in Entrepreneurship in the Thomas C. Page Center for Entrepreneurship at Miami University (Ohio) and a Professor in the Management Department in the Farmer School of Business. Prior to joining the Miami University faculty, she was the Elizabeth J. McCandless Professor in Entrepreneurship at the Simmons School of Management. She has also taught entrepreneurship internationally for the Helsinki School of Economics and for the International Bank of Asia (Hong Kong MBA Program), and she has delivered research seminars at the Stockholm School of Economics, the EM Lyon School of Business, the Aarhus Center for Organizational Renewal and Evolution (CORE), and the Jönköping International Business School.

Dr. Kickul has held a number of leadership positions in various well-respected entrepreneurship and management associations. This summer, she will preside as the Chair of the 2008 Internationalizing Entrepreneurship Education and Training (18th Annual Global IntEnt Conference). She has also served as Co-Chair of AOM Teaching Theme Committee (Academy-wide) for the past three years, President of the Midwest Academy of Management, Chair of the Individual Entrepreneurship division of USASBE, Chair of the inaugural USASBE Case Competition, and Chair of the Teaching Committee for the AOM Entrepreneurship division. Dr. Kickul also participates on a number of boards/organizations, most notably the European Microfinance Network (EMN) and is a Faculty Affiliate within the Center for Gender and Organizations (CGO).

As a scholar, she has been awarded the Cason Hall & Company Publishers Best Paper Award, Michael J. Driver Best Careers Paper, the Coleman Foundation Best Empirical Paper, “John Jack” Award for Entrepreneurship Education, and the IntEnt Best Paper. She has more than 70 publications in entrepreneurship and management journals, including *Entrepreneurship Theory and Practice*, *Journal of Management*, *Journal of Small Business Management*, *Journal of Organizational Behavior*, *Frontiers of Entrepreneurship Research*, *International Journal of Entrepreneurship and Innovation*, *International Journal of Entrepreneurial Behavior and Research*, *Journal of Business Ethics*, *Decision Sciences*, *Journal of Innovative Education*, and *Academy of Management Learning and Education Journal*. She and Lisa Gundry have also recently written a new book entitled, *Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention* (Sage Publishing).

Finally, her work on entrepreneurship education development and curriculum design has been nationally recognized and supported through the Coleman Foundation Entrepreneurship Excellence in Teaching Colleges Grant and has been named by *Fortune Small Business* as one of the *Top 10 Innovative Programs in Entrepreneurship Education*

APPLICATION FOR ISIS (INTERNATIONAL SOCIAL IMPACT STRATEGIES) COURSE

Email to: jkickul@stern.nyu.edu

Brief Overview: NYU Stern is set to launch its second **International Social Impact Strategies (ISIS)**, to begin in the fall semester of 2011. ISIS is intended to provide a socially relevant academic experience that combines classroom curriculum with hands-on learning in an international setting. The course is designed to help students gain in-depth insights into economic and social value creation in the developing world. Through case studies, lectures and classroom dialogue, students will learn to think strategically and act opportunistically with a socially-conscious business mindset.

Through an innovative partnership with firms located in South America, Stern students will have the opportunity to apply their classroom learnings to real-world issues by conducting fieldwork abroad. Team-based projects will focus on areas including poverty alleviation, energy, health and sustainability. Students will gain exposure to the firm's innovative model for addressing issues of global poverty, as well as to thoroughly-vetted international social enterprises that are making tangible and potentially scalable progress in serving the world's poorest populations. Student teams will work with the firms to deliver on discrete projects designed to meet existing needs. In addition, project deliverables will facilitate the sharing of knowledge and best practices with the sector.

Because our class is capped at 24 students, we are asking all interested students to formally apply. Selection for the class will be based on your overall interest, motivation, experience, and background in business and/or the social sector. Please complete the following questions and submit electronically to Jill Kickul, jkickul@stern.nyu.edu

APPLICATION FOR ISIS COURSE

1. Name:
2. Email:
3. NYU School (e.g., Stern, Wagner, Law, etc):
4. Please describe your main interest/motivation in taking the ISIS course. Max 200 words.
5. Please describe your previous background and experience in the business and/or social sector that you would bring to the classroom and fieldwork with a social enterprise. Max 300 words.
6. Please describe what you hope to gain in taking such a course (i.e., what key learnings and career-related perspectives would you like to have achieved at the end of the course?). Max 300 words.

7. Overall, why should you be selected to participate in this course? Max 200 words.

8. Field work in South America is a required part of this course. If admitted, are you sure you can make the time-commitment for field work during Jan 2-13, 2011?

Send the above along with a **one-page resume**. Email to: jkickul@stern.nyu.edu by May 25th, 2011