

MANAGEMENT 167  
**SOCIAL ENTREPRENEURSHIP**

Winter 2023 (version 4) 01/03/2023

Section 01: [M], 4.10 PM – 7 PM

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**Office Hours:** By Appointment or 314 580 9580-FaceTime / eddiew21 – Skype /Zoom

**Teaching Assistants:**

**Grading:** Raffi Terteryan. <[terteryan2023@lawnet.ucla.edu](mailto:terteryan2023@lawnet.ucla.edu)>

**Classroom:** Raghav Singhvi. <[raghavsinghvi@g.ucla.edu](mailto:raghavsinghvi@g.ucla.edu)>

**Office Hours:** By Appointment (Contact TA Raffi Terteryan)

**CLASSROOM:** Cornell Hall D310 (Anderson)

**EXAM TIME/LOC:** Listed in My UCLA / Updated in class

## Course Description

This course dissects the fine differences between Entrepreneurship and Social Entrepreneurship [see week by week description below], where social entrepreneurship solves for a societal issue which, to a varying degree, may affect profit-maximization activities. The Course does not focus solely on non-profits but develops a framework for observing any business through a Social Entrepreneurship lens. Although the classic “Logic Models” will be discussed, the course will rely on a more usable framework developed for the class – the MIAM-B model, assessing: Motivations, Inputs, Activities, Marketing, and Benefits for any organization. The course will approach scaling, funding, and even competition. At no time will this course dissuade any student from profit or non-profit work, but rather foster their sense of purpose in ensuring that any employment of entrepreneurial energies is pursued congruent to “social welfare” as seen by the student. The instructor’s own views of “social good,” morality, ethics, profit, charity, and the like are of no consequence. Rather, the instructor intends to assist each student in formulating his/her/their own. Limited guests will be invited to discuss their particular approaches to social ventures. Unlike a traditional “lecture” course or a “business plan” course, this course is discussion and action-focused. Be prepared to participate in class if you want to get the most of this Course.

## Learning Objectives

This course has five primary learning objectives:

- To provide an introduction to social entrepreneurship
- To elucidate the topic by the distinctions from Anderson-taught entrepreneurship and Social Entrepreneurship
- To explore various paradoxes in Social Entrepreneurship which challenge the social entrepreneur
- To provide analytic tools, frameworks, and examples to train students to think like a social venture capitalist
- To highlight how motivations coupled with experience can lead to successful social entrepreneurial ventures

### \*\*\*LEARNING STYLE DISCLOSURE\*\*\*

- What is a “social good “to one student may be completely anathema to another.
- A student should expect to find oneself both outraged and the source of outrage in relation to your peers in what are different social purposes. In fact, it will likely be a course requirement that a student seek some merit in one or more social ventures that the student finds otherwise worthless (or worse).
- If a student is not capable of challenging preconceived notions, or does not learn well in an environment built around ‘asking questions’, then this class may prove too daunting.
- On the other hand, if a student seeks an intellectual challenge in a classroom environment built on respect, growth, and learning, then students will not find another course like this one.

### SUMMARY OF GRADED COURSEWORK

Components of Final Course Grade	Contribution to Grade (%)
Attendance & Class Discussion (Individual)	20%
Homework Cases - 1 (Group)	10%
Homework Cases - 2 (Individual)	10%
Midterm (Individual)	20%
Group Project Presentation (Group)	10%
Final Exam (Individual)	30%
<b>TOTAL</b>	<b>100.0%</b>

#### **MANAGEMENT 167: Social Entrepreneurship** Course Schedule at a Glance

Week	Week Description
1	<b>Introduction to Social Entrepreneurship: Philosophy, Paradoxes, and Models</b>  Introduction to the instructor, TA, and students. Discussion of the fundamental difference between Entrepreneurship and Social Entrepreneurship. Introduction to the Key Paradoxes and Business Models to understand Social Entrepreneurship.  <i>Guest Speaker: Aliza Shatzman – the Legal Accountability Project</i>
2	<b>Motivations and Ethics</b>  Addressing the motivations and ethics of pursuing social outcomes in the Social Entrepreneurship context. Contemplating a social venture on the paradoxes in Week 1, the class examines the Social Good Paradox in Week 2. The class will explore “Money” and the Tradeoff of money for Social Good. Understanding competing views of “social.”

### 3 **Market and Opportunity**

The class will develop a framework for defining the Market and Opportunity in the Social Entrepreneurship context. Attention will be paid to when and why the traditional measures of TAM, SAM, and SOM are not up to the task for a Social Entrepreneurship Venture (“SEV”). This will introduce the class to the various models for an SEV.

*Individual Case 1: FTX, SBF, and Effective Altruism*

### 4 **Organizational Entities and Stakeholders**

The class will be introduced to various types of entities, but with a particular emphasis on cooperative organizations, non-profit entities, and the ‘b-corp’ (vs the BCorp certification). A comparison will be made to SEV entities who do not choose a traditional organizational type such as a limited liability company, partnership, or corporation. Attention will be paid to the philanthropic model as an alternative without yet delving into the KPI’s or optimizations.

### 5 **Budget and Capital**

If there is a numbers week to this class, this is it. Students will understand how their decisions in the prior week affect both budget and capital-raising. The unique challenges faced by SEVs will be shown by example and potential speaker.

*Guest Speaker:*

### 6 **Midterm Exam (Take Home) – No Class / Group Formation**

The class features an OPEN BOOK, OPEN INTERNET, mid-term exam. Students are then asked to finalize their groups for the final week’s group assignment. The TA will be assisting with team assignments to assure students have an excellent chance at building a functioning and diverse group.

*Midterm Exam (OPEN BOOK – TAKE HOME) [ASYNCHRONOUS SECOND HALF]*

### 7 **Key Performance Indicators**

These aren’t your for-profit KPI’s, it would seem. SEVs face challenges that start with budget and include other social accomplishments. Unlike other weeks of this class, this session is designed around showing how similar the KPI’s for SEVs are to traditional for-profit entities. The class will be challenged with model KPI parameters that are indistinguishable. Thus, the class will have developed the building blocks for optimization.

**GROUP FORMATION DUE PRIOR (President’s Day - Asynchronous)**

### 8 **Competition**

It is a matter of debate how to address SEV competition. This will be explored first as non-issue to your entity, then as a threat, then as a complement. Several historical examples will be covered to give the class real-world applications. The unconstrained rent-seeking/profit-return generating organization will be examined as to what challenges they offer to SEVs.

*Group Case 1: Mozilla v Firefox*

9 **Leadership and Exit**

The class has to prepare for success, not through just having an idea and launching it, but what defines “success” to make it worth both leaving, and then leaving. The class will discuss the maturity of an SEV and how they lead to ‘exits’ – as an organization or its founders.

10 Group Presentations Final Exam Review – **MANDATORY In-Person ATTENDANCE**

11 *Final Exam (OPEN BOOK)*

## Grading and Evaluation

You will receive an individual grade in this course based on your performance throughout the course. The final grades will be assigned based on a relative distribution. Typically, no more than 50% of the class will receive a grade of “A-” or above. A typical grade distribution is approximately 45% of the class in the “A range”, approximately 45% of the class in the “B range”, and 10% other.

Note: It is anticipated that all team members will receive the same grade for the group assignments. However, individual students may have their grade lowered due to lack of contribution to the effort as determined by the professor based on observation and peer-review team feedback.

## Attendance and Class Participation

[BY PERMISSION OF THE DEPARTMENT AT LEAST 1-2 CLASSES EACH QUARTER WILL BE CONDUCTED VIA ZOOM]

Since a significant part of learning takes place during class sessions, attendance, active preparation and class participation are all expected. Students who miss more than ONE class session(\$), will have their final grade lowered. Students may miss one (1) class no questions asked (as the lowest participation grade is automatically dropped). In particular, for each additional absence, students will lose 25% of the final class participation grade. Missing more than fifteen minutes of any class may be considered a half-absence, while missing more than one-half hour of class will be considered a full absence. Please consult the TA for additional information or clarification if needed.

Due to the overwhelming disruption to required weekly class attendance that has become part of our daily lives and the entirely full waitlist of this course, it is possible we have more people who want to take the class than there are seats in the room. Therefore, to increase flexibility and to allow more PTEs to be issued, the classroom TA will create a weekly "attend by Zoom" option. Each student may sign up for one Zoom class attendance during the quarter, no questions asked. There will be a limited number of slots available determined solely by the instructor based on classroom capacity

and other health and safety concerns. The Classroom TA will manage the list and all questions related to it. Do not email the instructor about it. The signup sheet will be made available after Week 1 and before Week 3 when the roster is finalized."

**ZOOM Participation Updates (FOR ZOOM OR HYBRID SESSIONS):**

- a) Cameras must be on. Students must have tested prior internet connection to ensure cameras are on prior to class.
- b) Standard "Classroom Participation by Zoom" is challenging for students and faculty. Coach has added another level of participation for students to use which is commenting, asking questions, making analogies, and generally contributing to discussion via Zoom Chat while class is ongoing.

Please note, students should NOT take this class if they have any standing conflicts that would prevent them from attending. No accommodation whatsoever will be made under any circumstances for students who schedule other classes that partially or completely overlap with this course, either for the lecture component or any outside course requirements (e.g. exams). Put simply, you should take MGMT 167 if you can attend **the required the course sessions** (and not otherwise).

Classes start promptly at the starting time.

**Class participation will be scored as follows:**

Assessment	Participation Score
Absence/Negative Participation	0
Attendance	1
Scored Participation	2-3 (2, 2.25, 2.5, 2.75, or 3.0)

**SCORED PARTICIPATION IS GENERALLY:**

- a) 2.0
- b) 2.25
- c) 2.5
- d) 2.75
- e) 3.0

Students who wish to keep track of their own participation (eg. Documenting answering or asking substantive questions during class or via the platforms), and submit their contributions via email to the TA MUST do so by the end of the day of a given class for their own record to be considered beyond the given assessment.

Each student will be evaluated individually. The lowest class participation score(s) will be dropped. Class participation will be graded on a relative distribution.

**Guaranteed "3" for Participation:**

One class per quarter (starting Week 2 and not including Week 10), students may sign up to speak at the beginning of class for two minutes regarding a topic as described in Week 1 that they have researched **(for classes with two sessions per week this will be on the first session only)**. The TA will create a weekly sign-up sheet on BruinLearn. There will be a brief follow-up question period from other students and Coach.

*Note: signing an attendance sheet for another student or having someone else sign in for you on an attendance sheet is blatant academic dishonesty (e.g. see below for Academic Integrity). There are no warnings and students caught either having someone sign in for them or*

*signing in for another student will lose between 50% - 100% of their final participation grade in the course. Students may also be referred to the Dean of Students for further disciplinary action for academic dishonesty.*

## CASES

Throughout the quarter, students will complete case homework assignments to assess their learning.

### **Individual cases:**

- In the first half of class, both case assignments (weeks 2 and 4) are individual:
- 2-3 pages
- A maximum of 1.5-spaced (no double-spacing)
- 11-point font Maximum
- PDF
- **Due before the start of class.**
- Individual cases done 24 hours in advance of class will be reviewed anonymously by Coach to use as an example in class for immediate feedback. [You get to assign homework to Coach!]

**YOUR Grade for Individual Cases will be YOUR HIGHEST of the TWO INDIVIDUAL CASES.** If you do not do the first case you must do the second individual case in a timely fashion or will receive a zero.

### **Group Cases:**

In the second half of the course, after the midterm, cases are for groups, the same groups that will be used for the final group presentation. Group formation will occur before the midterm and organized by the signup form created by **the TA. TAs may help with team creation.** Group Cases (**week 8**) will be:

- Only handed in ONE time for the whole group
- Give the Group Number assigned by **the TA**
- List all Group Members' names
- 4-5 pages
- A maximum of 1.5-spaced (no double-spacing)
- 11-point font Maximum
- PDF
- **Due 24 hours before class**

## MIDTERM EXAM – OPEN BOOK / TAKE HOME

The sixty (60) minute midterm exam will be administered at the beginning of Week 6. It will cover NO material for Week 6 and will include material from Weeks 1 - Week 5. The test will be made of multiple-choice questions and short answers. It is not intended to test the students' writing skills or broad analytical thinking as much as the building blocks of the class. This information is foundational and students who successfully prepare for the midterm will be better prepared for the Final (see below). THIS EXAM IS OPEN BOOK. The Remainder of Week 6 Class Will be asynchronous.

## GROUP Project Final Presentation (Week 10)

Teams of 4-5 students will organize with the help of the TA to help give students access to diverse ideas by the end of the mid-term session (see above on Group Cases). Students will be selecting a SEV to dissect and suggest ways to improve it:

- a) Motivation and Profit Constraints
- b) A Discussion of Existing Model
- c) Apply Any Appropriate Paradoxes
- d) Market opportunity description.
- e) Organizational Structure
- f) KPI's
- g) Competitive Threat
- h) Recommendations

The presentation will be expected to be 5-10 minutes in length. The presentation deck must include the information above and is due *before* Week 10's class, with up to a 10% penalty for being submitted late. Please upload both the PPTX and the same presentation in PDF format.

## FINAL EXAM – OPEN BOOK

The in-person final exam will be a timed, 3-hour final exam. The exam format will include long-form written answers applying the frameworks based in the class. THIS EXAM WILL BE OPEN BOOK. OPEN NOTE. OPEN INTERNET. And the Work must be YOUR OWN. This is a Take Home Exam.

## COURSEPACK

In addition to freely available materials that will be posted on BruinLearn, all readings thus far are located:

<https://www.dropbox.com/sh/f661zgxzxpdybnm/AAC1GheSfoUYeMqTjuYpKIiaa?dl=0>

## Laptop/ Cell-Phone/ Electronic Devices Policy

During lecture, case discussion, or guest speakers, be respectful. Should any student be found using devices in a manner that disrespects the class, the course will default to a “no laptop & no cell phone” except for Zoom policy. Students are expected to pay attention during lecture and not be on social media or email or playing on their phones. We will do several exercises throughout the quarter for which an individual laptop/tablet will be helpful. The instructor will clearly indicate when it is appropriate for you to use any electronic device. At the sole discretion of Coach, an infraction of the electronic devices policy could result in up to a 25% reduction of your final class participation score. Any continued disruption will result in a 25% - 100% reduction of your final class participation score.

## Academic Integrity

All students, without exception, must familiarize themselves with the academic integrity policies of UCLA as detailed in the Student Conduct Code on the Office of the Dean of Students website:

[http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct\\_Rev030416.pdf](http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct_Rev030416.pdf)

In particular, we would like to emphasize the following excerpt from the “UCLA Student Conduct Code” PDF found on the Dean’s website which includes, but is not limited to, the following forbidden behavior:

*102.01a: Cheating*

*Cheating includes, but is not limited to, the use of unauthorized materials, information, or study aids in any academic exercise; the alteration of any answers on a graded document before submitting it for re-grading; or the failure to observe the expressed procedures or instructions of an academic exercise (e.g., examination instructions regarding alternate seating or conversation during an examination).*

*102.01b: Fabrication*

*Fabrication includes, but is not limited to, falsification or invention of any information or citation in an academic exercise, including Fabrication or Falsification of Research. Fabrication of Research is making up data or results and recording or reporting them. Falsification of Research is manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.*

*102.01c: Plagiarism*

*Plagiarism includes, but is not limited to, the use of another person’s work (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the Student’s original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the Student’s own previous work as if it were the Student’s original or new work. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam, computer program, oral presentation, or other work) must either be the Student’s own work, or must clearly acknowledge the source.*

*102.01d: Multiple Submissions*

*Multiple submissions includes, but is not limited to, the resubmission in identical or similar form by a student of any work which has been previously submitted for credit, whether at UCLA or any other school, college, or university in one course to fulfill the requirements of a second course, without the informed permission/ consent of the instructor of the second course; or the submission for credit of work submitted for credit, in identical or similar form, in concurrent courses, without the permission/ consent of the instructors of both courses.*

*102.01e: Facilitating Academic Dishonesty*

*Facilitating academic dishonesty includes, but is not limited to, knowingly helping another student commit an act of academic dishonesty.*

Regarding plagiarism, students must fully cite all materials (text, figures, etc.) utilized in creating deliverables for this course. All violations of the universities policies will be referred to the Dean of Students. Ignorance of the rules is no excuse! By way of enrolling and attending this class, you are explicitly attesting to your explicit knowledge and understanding of all of the policies included in the guide of Student Conduct Code cited above.

## AUDIT POLICY

No auditing of the class is allowed.

## METHOD OF INSTRUCTION

Primary teaching tools will be through business case studies with which UME students will be familiar. Additionally, students will see the building blocks of the social entrepreneurship through traditional public resources to make access



to this information accessible to the students in the future. Students will be expected through “active learning” and participation in the weekly lecture.

## VIDEO RECORDING

The class may be video recorded if the students agree to be video recorded. The video recordings are not for students who miss class and will not be distributed as such unless required by a disability order from the university.

**COVID POLICY:** Coach and the class are to follow all schoolwide, local, and other relevant policies. As these policies are shifting often, please raise any questions or concerns you may have immediately to **the TA** who can assist in making any needed corrections. Coach is likely to rely heavily on the TA for making the decisions about moving class to Zoom for a particular week.

## DISCLAIMER

This course is taught by a UCLA Anderson faculty member who is a licensed attorney with guests who may also be licensed attorneys. None of the advice given in this course is intended to be legal advice and no faculty member or guest is your attorney. Students, by attending this course, acknowledge that they do not intend to establish nor expect to establish a client-attorney relationship for any communication surrounding this course, class discussions, or coursework. Students who take this course acknowledge that they grant permission to the faculty, the TA's or their assigns, to record the classes and all conversations related to the class including office hours. We do not post class recordings other than as required by UCLA Disabilities Policy to students with the proper Accommodations Qualification. Faculty is not permitted to discuss whether or not such disabilities exist within the class.

## WEEKLY READING AND ASSIGNMENTS

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Week	Week Description
1	<b>Introduction to Social Entrepreneurship: Philosophy, Paradoxes, and Models</b>  a) <i>Videos:</i> Introduction (3) (a) Instructor Background, b) Discourse, c) Social Venture Capitalist), Definition of Social Entrepreneurship b) <i>Readings:</i> <ul style="list-style-type: none"><li>- Dees (Meaning of Social Entrepreneurship)</li><li>- Santos (Positive Theory of Social Entrepreneurship)</li><li>- Martin/Osgood (Social Entrepreneurship: The Case for Definition)</li><li>- Steinberg (Profit Distribution Constraints)</li><li>- Papi-Thornton (Tackling Heropreneurship)</li></ul> c) <i>Assignment: None.</i>
2	<b>Motivations and Ethics</b>  a) <i>Videos:</i> Five-Part Money Series, Tools: A New Definition(again) + Optional Video b) <i>Reading:</i>

- Powell/Steinberg Chapter 25 Mission Mandate The NonProfit Sector
- AppleNews – What the Lottery Reveals About the American Dream
- Ganz/Kay/Spicer – Social Enterprise is Not Social Change

### 3 Market and Opportunity

- a) *Videos: Tools:* Miam-B Framework, Socialyzer.org
- b) *Readings:*
  - Childress – Theory of Change
  - Brown/Slivinski – Chapter 6 Nonprofit Organizations and the Market
  - Battilana et al – In Search of the Hybrid Ideal
  - Kramer/Pfizer – The Ecosystem of Shared Value
  - Marquis/Park – Inside the Buy One Give Model
  - Case Readings

**Individual Case 1:** FTX, SBF, and Effective Altruism (Edward “Coach” Weinhaus)

### 4 Organizational Entities and Stakeholders

- a) *Videos:* See Reading 1. Two Social Venture Capitalist Project Ventures
- b) *Readings:*
  - *Candid: Is starting a NonProfit Right For You (Video)*
  - *AB816 CA – Cooperative Fact Sheet*
  - *Wegner: Worker Coops and the New Tax Law*
  - *MO Rev. Stat. 357 (List only)*
  - *Riezmann Berger Explains MO Coop. Assoc. Act*
  - *REDF – Social Costs What Are They and Why Do We Care*

### 5 Budget and Capital

- a) *Readings:*
  - Porter: HBR How to Fix Capitalism
  - Brest/Born: Impact Investing
  - Mittendorf: 100 Percent Donations Model
  - Chertok et al: The Funding Gap
  - EckartQueenan et al: Pay What it Takes Philanthropy
  - Investopedia: ESG What is ESG Investing
  - Webber: ESG Humanities Strike Back
  - Levine: Anti ESG
  - Levine: ESG Anti-trust

### 6 Midterm Exam (Take Home) – No Class / Group Formation

The class features an OPEN BOOK, OPEN INTERNET, mid-term exam. Students are then asked to finalize their groups for the final week's group assignment. The TA will be assisting with team assignments to assure students have an excellent chance at building a functioning and diverse group.

*Midterm Exam (OPEN BOOK/OPEN NOTE/OPEN INTERNET – TAKE HOME)*

## 7 **Key Performance Indicators**

### a) [Readings](#)

- Ebrahim/Rangan: What Impact? A Framework For Measuring The Scale And Scope Of Social Performance
- Porter et al: Measuring Shared Value
- Ro (Forbes): Linking ESG Outcomes To Pay Is A Skyrocketing Trend

**GROUP FORMATION DUE PRIOR (President's Day - Asynchronous)**

## 8 **Competition / Marketing / Network Models**

### a) [Readings](#):

- Mark Twain: Chapter 15, *Life on the Mississippi* (Steamboat Pilots' Union)
- Robinson: Clement to Open Boutique After Kirkland Withdraws From Guns
- Open Source Initiative: FAQ's (to be used for lecture and the case)
- Mozilla Folder (Four Readings) (to be used for lecture and the case)
- Case Readings

**[Group Case 1:](#) *Mozilla v. Chrome***

## 9 **Leadership and Exit**

### a) Readings:

- Gugelev/Stern: What's your endgame?
- Dees et al: Scaling Social Impact
- Bradach: Going to Scale
- Bloom et al: Scaling Social Entrepreneurial Impact
- Sievers: If Pigs Had Wings
- Briquetet: Tom Brady's Charity Is Good At...

10 *Group Presentations Final Exam Review –*

11 *Final Exam (OPEN BOOK)*

## WINTER 23 CALENDAR

January 9– Week 1

January 16 – Week 2- MLK Async

January 23 –Week 3

January 30 – Week 4

February 6 – Week 5

February 13 – Week 6 – Midterm (Take-Home/Asynchronous)

February 20 – Week 7 President’s Day Async

February 27 – Week 8 Potential Zoom

March 6 – Week 9

March 13 – Week 10 FINAL PRESENTATIONS (Mandatory Attendance)

## REQUIRED READINGS

[See Below Dropbox Link]

### A NOTE ON THE WEEKLY READINGS

Please do your best to approach the reading with only an open mind and not a mind to be asked to cite the reading from memory. Take notes if you have questions or seek to “solidify” your understanding of the readings. They will be discussed in class. It is through the class discussion of the readings that student engagement with the content will pay off most.

**Please note:** Coach will add some course videos for discussion in class.

**All Readings will be provided to the students except for the Coursepack (if applicable).**

A link to the weekly “PDF” Readings are found here:

<https://www.dropbox.com/sh/f661zgxzxpdybnm/AAC1GheSfoUYeMqTjuYpKIiaa?dl=0>

## OPTIONAL READINGS (Provided in PDF by Instructor)

*(see Optional Reading in Dropbox)*