IR/ENTP 398: International Entrepreneurial Symposium, Fall 2010

***Fifth draft***

2 November 2010

International Social Entrepreneurship

and Development Practice

**Instructors**

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**Summer Assignment**

Read *Three Cups of Tea: One Man's Mission to Fight Terrorism One School at a Time*, by Greg Mortenson and David Relin.

**Class meetings:** MW 2:35-3:50 STEPS 390

**Description**

International social entrepreneurship aims to change the world through innovation in solving social problems. In this course students will learn how to affect meaningful social change in poor countries. In keeping with the entrepreneurial theme, they will do so largely through their own efforts, but they will be guided by the instructors, by the readings that describe principles of successful entrepreneurship and development practice, and by the example of successful social entrepreneurs.

This course is inherently open-ended and fluid. To put it more plainly, we’ll be making it up as we go along, because content will be driven by the projects proposed by students, with our course sessions designed to address the specific needs of specific projects. Students will play a key role in shaping this effort as they generate ideas for poverty reduction, develop those ideas into concrete on-the-ground plans, and take initial steps to implement them.

It is expected that most students will come into the course with some ideas about a project they would like to design and implement. It is also expected that the specificity of those ideas will vary greatly, so students should not be alarmed if they feel ill prepared at the beginning.

But make no mistake: this course is NOT for students who want to passively receive information in the familiar role of the student. It IS for entrepreneurs who dare to spend a semester outside their comfort zone -- those who want to make a difference in the world and expect to expend energy, apply their imagination, and do field work toward that end. If you just want to study something, take another course. If you want to apply what you have learned to solve real world problems of poverty, this is a great opportunity.

The prime mission of the course is for each student (or team of students) to produce a proposal that will be submitted for funding to entrepreneurial competitions or potential donors, with a commitment to actually implement the project if funded. The instructors have identified some possible sources, but it is expected that students as entrepreneurs will uncover others.

During the course of the semester we will hear from past winners – Lisa Boyd’s Ajami Water which is currently doing work on water systems in rural Tanzania, and Engineers Without Borders, now operating a water project in rural Honduras – as well as Lehigh grad Ben Gucciardi, whose NGO Soccer Without Borders brings educational, cultural, and leadership opportunities to marginalized youth in seven countries. We hope to arrange visits from other successful social entrepreneurs, including Lehigh grad Bill Amelio, whose NGO Caring for Cambodia runs several schools in Siem Reap, Cambodia. We will have the opportunity to quiz those entrepreneurs in person and read about many others.

**Visiting entrepreneurs**

1. Lisa Boyd, Ajami Water.
2. Ben Gucciardi, Soccer Without Borders
3. Bill and Jamie Amelio, Caring for Cambodia
4. xxx, Engineers Without Borders
5. Allen Jennings, CALV, for “three hour tour”
6. xxx, ProMujer

Many resources will be available to students through the new [Baker Institute](http://www.lehigh.edu/~inentin/index.html), directed by Todd Watkins. Among them is the [Lehigh Entrepreneurs Network](http://www.lehigh.edu/~inentin/about/network.html), directed by Lisa Getzler-Linn and aided by Young-Entrepreneur-in-Residence Zach Bloom. Join now.

* <http://www.facebook.com/pages/Bethlehem-PA/Lehigh-Entrepreneurs-Network/12388486645?ref=ts>
* <http://www.viddler.com/explore/BakerLehigh>
* Twitter Handles:
	+ @BakerLehigh - for general updates, information, and relevant 'buzz' going around on the web
	+ @iDeXLehigh - for information and updates regarding our iDeX competitions and events
	+ @Entreprenuru - for answers to frequently asked questions, videos, and updates from the trenches
	+ @BakerLehigh\_Dir - for administrative and executive commentary from our Director, Todd A. Watkins (otherwise @Toddawatkins )
* LinkedIn: <http://www.linkedin.com/groups?mostPopular=&gid=64423>

A number of competitions offer funding for student entrepreneurship projects. Two that have provided money for past participants in this practicum are the Davis Projects for Peace ($10,000) and Lehigh’s Social Venture Creation Competition for Student Entrepreneurs($5000). See Assignment 9.

A second mission of the course is to continue to build Lehigh’s emergent International Social Entrepreneurship program. Students will be encouraged to pioneer efforts to create a sustainable organization at Lehigh to continue work in international social entrepreneurship. To that end, students will be expected to learn about past work, including our unsuccessful effort last year to achieve funding for an internship hub in Cambodia. They will also take leadership roles in Lehigh entrepreneurial competitions and the Baker Institute’s iDex!, through assignments 5 and 8.

The Dexter F Baker Institute will launch a live, interactive idea exchange for student entrepreneurs called iDeX!.  Its virtual environment will allow students to post their ideas/innovations and our network members to give them feedback, advice and offer help. Every 6 or 8 weeks we'll select the best ideas posted in the iDeX and invite those students to come pitch to a panel of experts. We'll give them live feedback and prizes that will be helpful in developing their ideas (in-kind services, etc.)  For in person interaction, the third Monday of each month is DeX-Day! <http://www.viddler.com/iDexLehigh>

Twitter: @iDeXLehigh

**Objectives**

Students will participate in the design and pursue initial steps towards launching a specific international development start-up program or organization conceived by them. Students will:

* Learn the best practices, successes and failures, opportunities and constraints in the field of social entrepreneurship, especially in relation to NGOs;
* Learn best practices in field methods with respect to development projects;
* Increase their understanding of the processes and problems in launching new international development programs and organizations, by integrating the insights of the entrepreneurship literature and development theory;
* Acquire the tools and conceptual framework to launch a new social venture through a real-world learning experience;
* Develop the ability to identify needs and opportunities in international development;
* Develop entrepreneurial abilities to attract resources to realize organizational goals;
* Improve their skills in unstructured decision making and problem solving;
* Improve their professional oral and written presentation and teamwork skills;
* Write organizational business plans and related advocacy materials;
* Present orally the organizational goals and start-up plans.

**Grades**

**Expectations**

We expect 4 credits worth of work from each student. A typical 4 credit course meets 2.5 to 3 hours per week and faculty generally expect two to three hours per credit outside of class on reading, writing, research, and so forth. This is roughly 10 hours of effort per week outside of class meetings. Sustained effort at this pace throughout the semester is required to prepare substantive, Lehigh-quality start-up organizational plans.

 Because of the time-urgent and sequential nature of our activities, it is likely that the effort required will be uneven, with some unusually heavy periods of work. We expect each student to attend all meetings. In extenuating circumstances if you must miss a meeting, notify your teammates and the organizers ahead of time, and explain why.

Grades will be determined based on…

* CourseSite postings, written reports, and oral presentations for research assignments.
* Final report, to include project proposals, detailed description of field activities, copies of briefings, a weekly work record, an annotated bibliography of books, articles and other material used in the project and a copy of the oral presentation.
* Final oral presentation to potential donors.
* Individual effort and contribution to improve the work of other students on their projects.

Assignments are due at noon on the day for which they have been assigned. If at all possible, read the CourseSite postings of others before class.

If you have a documented learning disability, and will be requesting academic accommodation for this class, please contact Dean Cheryl Ashcroft in the Office of the Dean of Students, UC 212, x84152.

**Calendar**

All dates and the order of topics are fluid, since we will adapt on-the-fly to achieve our principal goal of creating successful project proposals. Generally speaking, we will operate in five different modes, combining and switching between them in a way that would disorient average students but will challenge and energize the flexible entrepreneurs in this course.

**Current enrollment, known backgrounds**

1. **N**atalie Smith, EWB, ENTP 398
2. **K**ate McCarthy, IR 322 (Nigeria group)
3. **D**iego Molina, IR 322 (Nigeria group)
4. Lauren Collins, IR 322 (Cambodia group)
5. **H**illary Lewis, IR 322, Honduras
6. **S**halini Amin, ENTP 201, 396
7. **N**ick Lancaster, IR 322 (Nigeria group)
8. Dan Letts, IR 322 (Nigeria group)
9. Deme Yoo, ENTP 101 concurrent
10. Basic (remedial) reading in development theory and field practice. Given time constraints in this course, we will skirt around all but the most fundamental aspects of development theory. Students are encouraged to consult the syllabi for IR 222, the Political Economy of North-South Relations, and IR 322, Poverty and Development. Since several students have already completed them, we will rely upon them to share their knowledge.
11. Basic (remedial) reading in the theory of social entrepreneurship. We will rely on students with background and experience in entrepreneurship.
12. Learn from successful (and unsuccessful) social entrepreneurs through case studies of their work and personal visits from many of them.
13. Learn about the components required for successful social entrepreneurship, with an emphasis on the elements of a good proposal.
14. Working on individual projects, including individualized research on the problems you intend to solve and the sites where you will undertake your efforts.

**Week 1A [Monday, August 30] – Introductory meeting**

* Course goals and course procedures

**Assignments prior to the first class**

**Assignment 1**: Tell us about yourself. Post a description of your interests, skills, background, and travel related to entrepreneurship and development.

**Assignment 2**: Project ideas. Tell us about your preliminary ideas for projects that you would like to work on. Post any written materials you may have or links to related ideas. If you haven’t thought much about it, say so. You have until Week 3.

* Is this course for you? The (mythical) *ideal* candidate will have each of the following:
	+ prior coursework in entrepreneurship. (Since most don’t, we will spend some time on the topics usually covered in such courses.)
	+ prior coursework in development. (Since many don’t, we will provide remedial reading.)
	+ prior field experience in poor countries (An early step in your project should involve planning for a site visit.)
	+ an idea for a project (If you don’t have one at the beginning, you have until the end of Week 3 to decide on one)
* Inventory of skills, experience, and assets. Discussion of **CourseSite Assignment 1.**
* Steps to becoming a social entrepreneur (the opportunity creating process).
	+ Ayse Guclu, J. Gregory Dees, and Beth Battle Anderson, 2002, ["The Process of Social Entrepreneurship: Creating Opportunities Worthy of Serious Pursuit"](file:///C%3A%5CCourses%5CEship%5CReadings%5CGuclu2002_SEProcessDraft_FINAL.pdf), **read pp. 1-6 now,** the rest later.
* Step 1: Generating promising ideas
* Step 2: Developing promising ideas into attractive opportunities.
* Description of nascent project plans. Discussion of **CourseSite Assignment 2**.
* Very briefly, the intersection of social entrepreneurship and development practice. Details in later weeks. The literatures of social entrepreneurship and development studies are fully compatible, but they have different emphases, address different audiences, and use somewhat different language. We will learn from both of them in creating an integrated approach to solving specific social and economic problems.

 **Week 1B [Wednesday, Sept. 1] – Social Entrepreneurship**

* What is social entrepreneurship? What are the key components of social entrepreneurship? Is it about motivations of entrepreneurs? Innovation? Value creation?
	+ J. Gregory Dees, [The meaning of social entrepreneurship,](file:///C%3A%5CBackup%5CReadings%5Cdees_SE.pdf)
	+ [Collected quotes](http://www.gaia.com/quotes/topics/social%2Bentrepreneurship) which define the approach
	+ David Bornstein, [Restless people,](file:///C%3A%5CBackup%5CReadings%5CBornstein_chapter1.pdf) [The role of the social entrepreneur](file:///C%3A%5CBackup%5CReadings%5CBornstein_Chapter8.pdf), and [Morality must march with capacity](file:///C%3A%5CBackup%5CReadings%5CBornstein_Chapter19.pdf) (about James Grant), chapters 1, 8, and 19 in *How to Change the World: Social Entrepreneurs and the Power of New Ideas* (Penguin India, 2005). Remainder of book is recommended.

Think about your project or others. Look ahead to assignments 3, 4, and 5.

* + (rec) Shaker A. Zahra, Eric Gedajlovic, Donald O. Neubaum, and Joel M. Shulman, “[A typology of social entrepreneurs: Motives, search processes and ethical challenges](file:///C%3A%5CCourses%5CEship%5CReadings%5CZhara%20-%202009%20-%20JBV%20-%20A%20typology%20of%20social%20entreprneurship-1.pdf),” *Journal of Business Venturing* 24 (2009): 519-532.
* What (if anything) appeals to you about social entrepreneurship?
	+ review *Three Cups of Tea*
	+ Violina Rindova, Daved Barry, and David J. Ketchen, Jr, “[Entrepreneuring as emancipation](file:///C%3A%5C%5CBackup%5C%5CReadings%5C%5CRindova%20-%202009%20-%20AMR%20-%20Entrepreneuring%20as%20Emancipation.pdf),” *Academy of Management Review* 34, 3 (2009): 477-491.
	+ (rec) Jay Weerawardena and Gillian Sullivan Mort, “Investigating social entrepreneurship: a Multi-dimensional model” *Journal of World Business* 41, 1 (2006): 21-35.

Religious holiday for Moon. Meet without him or combine this session with Week 1b.

**Week 2A Social Entrepreneurship (continued) [Monday, Sept. 6, Labor Day]**

* What is it not? Varieties of mixes between traditional for-profit corporations and non-profit NGOs. What organizations are not right for social enterprise? How do mission and market forces support and also compromise each other?
	+ Roger L. Martin and Sally Osberg, [Social entrepreneurship: The case for definition](file:///C%3A%5CBackup%5CReadings%5C2007SP_feature_martinosberg.pdf)
	+ Kim Alter, [Social Enterprise Typology](file:///C%3A%5CBackup%5CReadings%5CAlter_SEtypology.pdf) (skim)
	+ (rec) Ana Maria Peredo and Murdith McLean, “Social entrepreneurship: A critical review of the concept,” *Journal of World Business* 41, 1 (2006): 56-65
* The intersection of social entrepreneurship and development practice: small-scale experiments in innovative development projects precede the scaling that marks social entrepreneurship.

**Assignment 3:** Find an instance of international social entrepreneurship that inspires you. Post a description and explain why. *Don’t be restricted to the sources below– be imaginative in finding examples.* Post URLs for other sources you find. Investigate the web site of the organization involved and visit [www.guidestar.org](http://www.guidestar.org) to obtain information on its operation (e.g., its Form 990 if registered as a charitable organization in the U.S. and its annual report). Try “Caring for Cambodia” as an example. Include in your posting what you know about the scope of its activities and its structure. Use links.

* + [Social Ventures as Learning Laboratories](http://www.caseatduke.org/documents/Articles-Research/INNOVATIONS-Davos-2009_Dees.pdf), by Greg Dees in *Innovations*, Davos 2009 Special Edition

**Week 2B Models of international social entrepreneurship**

* Examples of social entrepreneurs: Bill Drayton, Paul Farmer, Michael Young.
* Discussion of **CourseSite Assignment 3.**
* Sources of social entrepreneurship ideas:

<http://www.kiva.org/>
<http://www.ashoka.org/about>

Ben Gucciardi visit somewhere around here?

* Read *Soccer Without Borders: Playing for Change* (Business plan, April 2010)

<http://www.schwabfound.org/>

<http://www.skollfoundation.org/>

<http://www.acumenfund.org/>

<http://www.socialedge.org/>

<http://www.seedinit.org/>

<http://images.businessweek.com/ss/10/06/0608_socialentrepreneurs/index.htm>

Sept. 13 Dambisa Moyo, author of *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*, Sept 13, 4:00 PM,Baker Hall.

**Week 3A [Monday, Sept. 13] What can be expected from a student entrepreneur?**

* Discussion of **CourseSite Assignment 4**.
* Other examples:

**Assignment 4**: Find three student entrepreneurial projects you like. Post a description of each and what you like about it. The Davis and SEED sites would be good starting points.

* + A [student project](file:///C%3A%5CBackup%5CReadings%5CFinding%20Sustainable%20Solutions%20to%20the%20Digital%20Divide%20in%20Semi-Urban%20Honduras%20-%20ISJL%20Spring%202010.pdf) in Honduras
	+ A [student project](http://www.idcvillage.org/) in Bolivia
	+ Some recent IR 322 ideas

**Assignment 5**: Actively participate in the planned “three sentence idea” competition in social entrepreneurship. Post your own, encourage others, etc. Details later.

* + A primer on EWB
	+ Ajami Water

**Week 3B First Pitch. “Three sentence idea”**

Ready to do a pitch? See the [Yale Conference](http://www.uniteforsight.org/conference/social-enterprise-pitch) Lisa Boyd pitched there last year!

To help build a campus culture of social entrepreneurship, a competition will be held on-line for very brief ideas of entrepreneurial social ventures. Details to follow.

September 16th Entrepreneurs Day in the Introduction to Business class. 15 to 20 entrepreneurs will share their stories, answer questions and discuss the what and why of successes and failures.

**Week 4A [Monday, Sept. 20] Conceiving the project from an entrepreneurship perspective. See also Week 4B.**

Sept. 20 iDex Day

* This course is a somewhat chaotic blend of two different – but compatible – perspectives, one emanating from entrepreneurship and the other from development studies. While they come out of distinct intellectual traditions, in operational terms the guidance they offer to international social entrepreneurs differs mostly in their emphasis. To create effective sustainable projects, we will borrow from each according to our needs and preferences. We introduce both perspectives this week.
* Seeing the fundamental components of an enterprise plan is a good way of conceiving the first-cut of the process needed to create an entrepreneurship project. You will need to do all these things at some point. *Presentation/panel discussion by Watkins, Getzler-Linn, Entrepreneurship veterans, and guest entrepreneurs on how to get started on these items.*
	+ Mission statement and its extensions (goals, objectives, values)
	+ Needs assessment: What are you trying to accomplish?
	+ Proposed solution: How will you solve the problem?
	+ “Market analysis” of your operational “competition”: learn and adapt.
	+ Initial funding: “market analysis” of your funding “competition”
	+ Cash flow (revenue streams) for sustainability

Continue research and planning for your project.

* + Staff needs
	+ Project management: Gantt charts and event chains.
	+ Governance issues (Structures and legal matters)
	+ Community interaction
	+ Project evaluation and course correction
	+ Sustainability issues and exit plan
	+ Elevator and donor pitches
	+ Read remainder of Ayse Guclu, J. Gregory Dees, and Beth Battle Anderson, ["The Process of Social Entrepreneurship: Creating Opportunities Worthy of Serious Pursuit"](file:///C%3A%5CCourses%5CEship%5CReadings%5CGuclu2002_SEProcessDraft_FINAL.pdf)
* (rec) Valuable sourcebook for reference: Dees, Gregory J., Jed Emerson, and Peter Economy, 2001. *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*. New York: Wiley. <http://books.google.com/books?id=WAj-PqmXOpYC&dq=Enterprising+Nonprofits:+A+Toolkit+for+Social+Entrepreneurs.&printsec=frontcover&source=bn&hl=en&ei=Zfv2S4zfJoOB8gb_4vHfCg&sa=X&oi=book_result&ct=result&resnum=4&ved=0CCgQ6AEwAw#v=onepage&q&f=false>
* An example of a [business plan](file:///C%3A%5CBackup%5CReadings%5CSWB%20Business%20Plan%20FINAL-1.pdf) for a maturing NGO: Soccer Without Borders.

**Week 4B Conceiving the project from a development perspective. See also Week 4A.**

* **Delivery of “elevator pitches” on possible projects**.

**Assignment 6**: **Prepare oral elevator pitch.** Describe your idea for a project to a potential investor in the time it takes for an elevator ride.

* Steps to performing effective development work, illustration below from Caldwell (2002). Conceptual introduction to development field methods. Links among development goals, guidelines and activities. Introduction to the project/program cycle.
* Notice that, slightly different terminology aside, the basic elements as described in the development literature (such as in the Handbooks by CARE [a relief NGO], DFID [a government aid agency), and the World Bank [a research and funding IGO]) are all virtually identical to those described in the social entrepreneurship literature (such as in Guclu and Dees). The discussion of the “operating environment” is usually more detailed in the specific development literature than in the general social entrepreneurship literature. However, Devlit tends to take as given the innovative “promising ideas” that are emphasized by social entrepreneurship, which also focuses more on the enterprise than its environment. A well-trained social entrepreneur must be steeped in both traditions.
	+ Richard Caldwell, [*CARE Project Design Handbook*](http://www.ewb-international.org/pdf/CARE%20Project%20Design%20Handbook.pdf), 2002, Foreword and Chapters 1&2. Glance at Annex 5.4 – 5.6 to see similar formulations. Read aggressively; this is stiff and ponderous, but it is very important. You should refer back to it often. Mark out the tasks identified in 2.2, 2.4, and 2.5, which you will need to perform soon for your project. Begin note-taking on them.
	+ UK Department for International Development (DFID), 2002. [*Tools for Development: A Handbook for Those Engaged in Development Activity*](http://www.dfid.gov.uk/Documents/publications/toolsfordevelopment.pdf), Chapter 1. Skim to note similarity.
	+ [Millenium Villages Project Handbook.](file:///C%3A%5CCourses%5CEship%5CReadings%5CMVP_Handbook_complete_18jun08.pdf) Skim lightly and keep for reference.
* The fundamentals of development practice: understanding the operating environment. *Presentation/panel discussion by IR 322 veterans on how to do expert needs assessments*.

**Assignment 7**: **Needs assessment.** Post a preliminary needs assessment for your project, consulting Caldwell (2.2) and IR 322 examples.

**Week 5A Poverty and development [Monday, Sept. 27]**

* An introduction to poverty and development. What is poverty? What is development? The multi-dimensionality of poverty. Patterns of poverty. *Moon presentation*.
	+ Dudley Seers***,*** “The Meaning of Development,” *International Development Review* 11, 4 (December 1969): 2-6. ***Warning: Always read footnotes and endnotes!***
	+ E. Wayne Nafziger, “From Seers to Sen: The meaning of economic development,” UN University/World Institute for Development Economics Research Jubilee Conference, 17-18 June 2005.
	+ Moon, “Basic Human Needs”, chapter 1, *The Political Economy of Basic Human Needs* (Cornell University Press, 1991)
	+ Anirudh Krishna, “Escaping poverty and becoming poor: Who gains, who loses, and why?” *World Development* 32, 1 (2004): 121-136.
	+ (rec) Michael Lipton, “Why Poor People Stay Poor: Urban Bias in World Development”
	+ (rec) Jeffrey Sachs, “Why some countries fail to thrive” and “Clinical economics,” chapters 3&4, *The End of Poverty: Economic Possibilities for our Time* (New York, Penguin, 2005)
	+ (rec) E. Bradford Burns, “The Modernization of Underdevelopment: El Salvador, 1858-1931,” *Journal of Developing Areas* 18 (April 1984): 293-316, reprinted.
* If time allows, **discussion of assignment 7**.

**Week 5B Understanding the operating environment. [Wednesday, Sept. 29]**

* Theories of why poverty exists. *Moon and IR 322 veterans presentation on land, labor, capital (physical, financial, social) and governance*.
* Fundamentally, we need to understand the nature and causes of the problem(s) to be solved. Caldwell tries to reduce this to a series of steps with names and graphic illustrations, but there are various ways of conceptualizing the chain of assumptions and theories that constitute the cause and effect relationships governing the causes of, and solutions to, the identified problems.
	+ Richard Caldwell, *CARE Project Design Handbook*, 2002, Chapters 3 and 4.
	+ *Recommended skim:* World Bank. 2003. [*Social Analysis Sourcebook*](http://www.worldbank.org/socialanalysissourcebook/SocialAnalysisSourcebookFINAL2003Dec.pdf)
	+ DFID, *Tools for Development*, read chapter 2, skim chapter 5.
	+ Swedish International Development Agency(SIDA),2004,[*The Logical Framework Approach*](http://www.sida.se/shared/jsp/download.jsp?f=SIDA1489en_web.pdf&a=2379)*.*
* **Discussion of assignment 7**
* Briefly, what makes a good pitch? *Watkins and Getzler-Linn presentation*.

**Week 6A [Monday, Oct. 4] Seeing social agencies in operation; talking to social entrepreneurs.**

**“Three hour tour” with Allen Jennings, CALV**. Lessons from the real world. What do social agencies do in South Bethlehem? What does it take to be a social entrepreneur?

**Week 6B Catch up [Wednesday, Oct. 6]**

**Assignment 8: Prepare project pitch.** What are you trying to accomplish? (Needs, problems) Proposed solution: How will you solve the problem?

* Catch up on discussions and assignments, including **Assignment 8.**

**Week 7A [Monday, Oct. 11, Pacing Break]** no class

**Assignment 9: Identify competition/funding targets.** Where can you pitch your idea? Join [Lehigh’s Social Entrepreneurship Network](http://lehigh.collegiatelink.net/Community?action=getOrgRoster&orgID=33055) and see postings there. Also…

* <http://www.sevenfund.org/faith-and-development/>
* <http://www.seedinit.org/>
* <http://classyawards.stayclassy.org/classy-awards?hq_e=el&hq_m=731127&hq_l=1&hq_v=9988f62f28>
* <http://www.agrium.com/in_the_community/community_investment/how_to_apply.jsp>
* <http://www.startupopen.com/>

**Week 7B [Wednesday, Oct. 13] Preparation for pitch**

* Test of pitches. Discussion of Assignments 8 and 9

**Week 8A [Monday, Oct. 18]NGO best practices**

Oct. 18 iDex Day

* What makes a successful development project, with an emphasis on “fit” and sustainability. *Moon (.ppt) adapted from EWB*.
* Identifying good practices. Field ethics, “money doctors”, community development, and NGOs. Dangers of poor practice. (.ppt)
	+ NGO Good Practice Project (NGO GPP), “[Code of Ethical Principles and Minimum Standards for NGOs in Cambodia](http://ccc-cambodia.org/GPPProject/LinkageDocuments/ENG_NGO%20Code%20revision%2010.pdf)”

**Assignment 10**: **Institutional assessment.** Identify NGOs, governments, and other institutions currently working in the same functional area and geographic region as your project, consulting Caldwell (2.5) and experienced others. Post what they are doing and what you can learn from them. Are they competitors, potential partners or internship providers?

* “Market analysis” of your operational “competition”: learn and adapt.
* **Discussion of Assignment 10**.

Lisa Boyd (cyber)-visit somewhere around here??

**Week 8B Preparing for a site visit.**

* Identifying “felt needs” and comparing them to “expert needs”. Needs surveys and focus groups. Examples from Honduras and Cambodia.
	+ Robert Chambers, “[Poverty and livelihoods: Whose reality counts?](http://www.archidev.org/IMG/pdf/p173.pdf)” *Environment and Urbanization* 7, 1 (April 1995)Best practices: Choosing a project site, with an emphasis on social capital and leadership (.ppt).
* **Discussion of assignment 11**. How to find stakeholders through structural surveys. Examples from Honduras and Cambodia.

**Assignment 11**: **Stakeholder analysis.** Post a preliminary stakeholder analysis for your project, consulting Caldwell (2.4).

* Review of development diagnostics: stakeholder analysis, institutional mapping, needs assessments. Logical frameworks (logframes). Identifying on-the-ground activities required to fill gaps in the “holistic appraisal” (understanding the operational environment) and to initiate feasibility studies for each project. Designing a development intervention.
	+ Caldwell, chapters 5 & 6.

**Week 9A [Monday, Oct. 25]Field methods for development**

* Information gathering and field ethics. Surveys. Interviews. Focus groups. Participatory approaches

**Assignment 12**: **Site visit needs.** What activities must your site visit include? What do you need to do to prepare for it? Documents?

* + DFID, chapter 3.4, 7
* Transect walk: for initial orientation, first cut at needs assessment, recognition of social capital, etc. Developing an “eye” for development and poverty. The importance of field notes.
* Structural survey to identify leadership, other NGOs, cleavages.
* NGO and elite stakeholder interviews and focus groups to assess communities, leadership, social capital, needs, and assets.

**Assignment 13**: **Mission statement.** Compose a mission statement that encompasses goals, objectives, and values.

* **Discussion of assignment 12**.

**Week 9B Funding Social Ventures**

* Sources of funds and fundraising constraints What is the range of earned-income strategies for nonprofits? What are non-revenue benefits of running social enterprises? The dangers of business entrepreneurs and philanthropy. What are donors/foundations looking for?

Visit by Lehigh’s Advancement Office: Fundraising 101

* + Mario Morino, [Business Entrepreneurs & Philanthropy: Potential and Pitfalls](http://www.vppartners.org/learning/speeches/speech/legacy_07.pdf)
	+ <http://www.skollfoundation.org/skollawards/eligibility.asp>
	+ (rec) GuideStar, “[The Effect of the Economy On the Nonprofit Sector: A June 2010 Survey](http://messages.guidestar.org/c.html?rtr=on&s=7cmmn,fjqy,jlx,32ot,5e8j,dh8v,8oq0&MLM_MID=725434&MLM_UNIQUEID=9988f62f28)”
* Initial funding: “market analysis” of your funding “competition”
* Fundraising techniques.
	+ - * + Review *Soccer Without Borders: Playing for Change*, pp. 16-21, 31-40, 48-50, 56.
				+ Network for Good, [*How to Raise a Lot More Money Now*](http://www.fundraising123.org/files/How%20to%20Raise%20a%20Lot%20More%20Money%20Now_v2word.pdf).
				+ GuideStar, “[15 Tips to Help You Raise More Money by Mail](http://www2.guidestar.org/rxa/news/articles/2010/15-tips-to-help-you-raise-more-money-by-mail.aspx?source=sept_2_2010nwsltr&hq_e=el&hq_m=742857&hq_l=3&hq_v=9988f62f28)”
* Cash flow (revenue streams) for sustainability
* **Discussion of assignment 13.**

**Week 10A [Monday, Nov. 1] Establishing social ventures**

* Initial staff needs
* Governance issues (Structures and legal matters)
* How to start an NGO

In many respects, success in development and entrepreneurial work require the same attributes as in any other field. Consider the issues of character and other virtues in John Wooden’s [“pyramid of success.”](http://www.coachwooden.com/)

* + “[Should I start an NGO?](http://globalhealth.wordpress.com/2007/01/31/should%20i%20start%20an%20ngo/)”
	+ “[Should you start a non-profit](file:///C%3A%5CCourses%5CEship%5Co%09http%3A%5Cnonprofit.about.com%5Cod%5Cnonprofitbasics%5Ca%5Cquestionsbefore.htm),”
	+ “[So you want to start an NGO](http://polosbastards.com/pb/so%20you%20want%20to%20start%20an%20ngo/),”
	+ “[How to start an NGO](http://www.wango.org/NGONews/July08/HowToStartAnNGO.pdf),” (a check list)
	+ Anthony Mancuso, *How to form a Nonprofit Corporation*
	+ [SCORE: Counselors to America’s Small Business](http://www.score.org/index.html)
* Building a sustainable organization for social entrepreneurship.

**Week 10B [Monday, Nov. 1] Running social ventures**

* Teamwork and partnering.
	+ DFID, chapter 8-10
* Community interaction

**Week 11 [Monday-Wednesday, Nov. 8-10] Evaluation**

* Project evaluation and course correction
	+ (rec) visit the website of MIT’s Abdul Latif Jameel Poverty Action Lab (J-PAL) for evaluation methodology, results of evaluation studies, and conclusions.
* Measuring outcomes (Social Return on Investment) How do social entrepreneurs define success?

Continue research and planning for your project.

* + DFID, chapter 12
* Determinants of success.
	+ Moshe Sharir and Miri Lerner, “Gauging the success of social ventures initiated by individual social entrepreneurs,” *Journal of World Business* 41, 1 (2006): 6-20.

**Week 12 [Monday-Wednesday, Nov. 15-17] Continuity issues**

Nov. 15 iDex Day (Global Entrepreneurship Week)

* Sustainability issues and exit plan
* Scaling an innovation
	+ Paul Bloom and Aaron Chatterji, [Scaling Social Entrepreneurial Impact](http://www.caseatduke.org/documents/Articles-Research/SCALING_SOCIAL_ENTREPRENEURIAL_IMPACT_CMR2ndRevision_Final_January24_2009.pdf)

**Week 13A [Monday, Nov. 22] Social entrepreneurship**

* Back to the beginning: What are the contributions to social change of social entrepreneurship, development studies, and specialized sectoral analyses in education, food, health, water, finance?
* The evolving field
	+ Center for Advancement of Social Entrepreneurship, [“Developing the field of social entrepreneurship”](file:///C%3A%5CBackup%5CReadings%5CCASE_Field-Building_Report_June08.pdf)

**Week 13B [Wednesday, Nov. 24] Thanksgiving.** No Class.

**Week 14[Monday-Wednesday, Nov. 29-Dec. 1]**

**Week 15A [Monday, Dec. 6] or later: Complete proposal**

**Assignment 14**: **Complete proposal.** Tailor form to as many competitions and funding sources as possible.

**RCS [Monday, Dec. 13]**

**Final Exams [Tuesday, Dec. 14- Wednesday, Dec. 22]** There will be no final exam, but we may use our assigned final exam period for presentation of complete proposals

**Links I’ve found interesting or helpful**

<http://financialaccess.org/>

<http://dowser.org/>

<http://social-entrepreneurship.alltop.com/>