**Executing Social Innovation – Class Roadmap**

**SOCY 4161-001**

**Spring 2021**

Taber Ward, JD

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**Instructors:**

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**Spring Semester 2021**

**Class Days and Times:** Tuesday/Thursday, 5:30-6:45pm

**Location:** Virtual

**Office Hours:** Instructors will define specific days/times when students can make appointments

**Why are We Here?**

One of the aspirations of universities is not only to teach its students how to conceive solutions to existing social problems, but also implement those plans. This class focuses on the latter and **provides students with the tools needed to put their ideas into action.** As such, it should be of interest to all students who aspire to bring about positive social change through their roles as citizens and/or workers. This class is the second of two required courses for a newly approved certificate program in Social Innovation (<http://www.colorado.edu/programs/socialinnovation/>). The program prepares students for working in fields that seek to improve the lives of society's most vulnerable and disadvantaged people.

In this class,

* Each student will develop a **social enterprise or innovation idea.**
* Focus will be on refining skills needed to **implement** solutions in new or existing organizations; and the tools for critically **evaluating** the effectiveness and sustainability of solutions.
* Students will gain knowledge of how they **can operationalize and implement** social change initiatives as well as how they can **develop a strategy going forward** for the advancement of their causes.
* Each student will **master a specific set of operational and implementation skills** to position them to manage their organizations and initiatives.

**Ground Rules and Expectations!**

* Social innovation is full-contact sport! We expect you to bring all you have to offer to share with your fellow innovators by being engaged, active, and collaborative participants.
* This class is focused on building real-world skills to help you succeed as social innovators and creators.
* Learning does not happen only in the classroom! This class will send you out into the world to test ideas, observe, and expand the learning journey.
* Turn your cameras ON. Classroom and Zoom etiquette are required. If there is a reason you need to turn your camera off, please notify your instructor prior to class. If your camera is off during class, you will be counted absent for that day.

**Class Assignments, Points, and Metrics**

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| --- | --- | --- |
| **Assignment**  | **Points** | **Grading Metric** |
| Participation | **10** | Grade based on attendance, engagement in class discussion, chat-monitoring, and extra-class time events |
| “What is Social Innovation Execution” guided essay | **10** | Grade based on 1,000 – 1,250-word essay demonstrating student’s understanding of foundational principles of Social Innovation and analysis of how student goals for the semester align with those principles. Grade based on quality and comprehensiveness of ideas, quality, and mechanics of writing |
| Problem Statement and Stakeholder Assessment | **20** | Grade based on successful execution and completion of tasks provided in the assignment description posted on Canvas. |
| Pitch slide deck and video-taped verbal pitch | **30** | Grade based on slide deck consisting of 7 slides covering: 1. Description of product, service, or innovation; 2. Need addressed; 3. End users and plan for reaching them; 4. Impacted stakeholders and engagement plan; 5. Resulting social impact; 6. Value proposition; 7. The “Ask” for your audience. Grade also based on 2-minute video verbal pitch. |
| Execution / Operational Plan | **30** | Grade based on (1) Budget including projected revenue and expenses over 3-years – template provided. (2) High level milestones and deliverables – template provided. (3) For Non-profits -- a completed Form 1023. |
| **TOTAL CLASS POINTS** | **100** |  |

***\*\* Up to 5 points extra credit for outstanding participation in-class and out-of-class, as determined by instructors.***

**Attendance Policy**

Regarding attendance, **3 absences, whatever the reason, are allowed in this class. You do not need to provide a note or explanation.**

**Additionally:**

1. Attendance will be taken randomly during class.
2. Late attendances can be counted as an absence if made a habit, at discretion of instructors.
3. Failing to participate via video or be attentive during class can be counted as an absence at the discretion of the instructor, unless cleared with the instructor.
4. Let the instructors known If you need to leave before the end of class.
5. More than three absences in each semester will result in a final grade reduction. Refer to the chart below.
6. If you experience an extreme circumstance (hospitalization, bereavement, etc.) which cause you to miss more than three classes, please discuss with your instructor.
7. If you do not show up to a presentation, you will receive a failing grade on the presentation and 0 participation points (10% of your grade).
8. Seven or more absences will result in receiving no credit for the class.

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| --- | --- | --- |
| **Absence** | **Grade reduction** | **Hypothetical Grade** |
| 1 | No change | A | B | C |
| 2 | No change | A | B | C |
| 3 | No change | A | B | C |
| 4 | 1 grade reduction | A- | B- | C- |
| 5 | 1 grade reduction | B+ | C+ | D+ |
| 6 | 1 grade reduction | B | C | D |
| 7+ | No class credit | No credit | No credit  | No credit  |

**Grade Scale (rounded up)**

We use the following scale in calculating grades (University of Colorado Standards):

A 94+

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D+ 67-69 F 59 and below

D 63-66

D- 60-62

**Class Materials**

* Notebook/sketchbook
* Writing utensils
* Computer for participating in Zoom classes and producing assignments
* Phone or video for recording verbal pitch

**Late Assignments**

Late submissions will put you behind significantly. The policy is if a submission is late, more than 15 minutes past the deadline, **15% will be deducted each day it is late**. Late work will only be

accepted two days past the deadline as well. After that it will become a zero, **unless cleared in advance with instructors.** If you are sick, work should be turned into the appropriate Canvas folder when it is due. If you are ill for longer than a day, plan with the instructors on how to proceed (case-by-case basis).

**Submission of Assignments**

**All work must be submitted digitally to the correct drop box on the course Canvas site, typed, in PDF format unless otherwise specified by the deadline provided.** You are responsible for

making sure that you have submitted your assignment to the correct folder at the correct time. Work will not be accepted via email. All work will only be accepted in pdf format unless

otherwise specified. Please use the following file naming format when submitting files via Canvas:

Lastname\_Firstname\_AssignmentName\_due date

Example: Doe\_Jane\_CU assessment\_082919

**Communication**

(1) The course Canvas website will be the primary platform for course documents and assignment submissions. We will send out Canvas emails and alerts with important info, so make sure to check

those when they show up in your email inbox! The site will be regularly updated, so check it often before you email with questions. We are here for anything left unanswered!

(2) Assignments will be introduced in class and posted to Canvas. If a class is missed it is the student’s responsibility to download and review missed assignments and to complete required work prior to the next class. It is not the instructor’s responsibility to notify students of course content they have missed or assignments they have failed to complete.

**Class and Assignment Schedule**

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| --- | --- | --- | --- | --- |
| **Unit Topic & Goals** | **Readings for the week** | **Class Date / Activities / Lead** | **Class Date / Activities / Lead** | **Assignments / Due date** |
| **Week 1: Foundational Principles of Social Innovation** | [Rediscovering Social Innovation](https://ssir.org/articles/entry/rediscovering_social_innovation)[Social Innovation, what it is and what it is not](https://ssir.org/articles/entry/social_innovation_what_it_is_and_what_it_isnt) | **1/12 – No class**  | **1/14 – NAS & TW****What is Social Innovation? TW** * Who are we? **NS + TW**
* Who are you? NS/TW tech Small groups and google docs
* Class expectations and syllabus = NS
* Canvas = Taber
* Syllabus Review and Clarifying Question = TW
* Slides = NS

 | Syllabus Review and Clarifying Question |
| **Week 2: Options for Executing on Your Social Innovation** | [Social Entrepreneurship: The Case for Definition](https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition)[Social Innovation Creates Prosperous Societies](https://ssir.org/articles/entry/social_innovation_creates_prosperous_societies)[Ten Nonprofit Funding Models](https://ssir.org/articles/entry/ten_nonprofit_funding_models) | **1/19 - TW****Examples of Social Innovations*** Campaigns
* Services
* Products
* Hybrids
* Intra-preneurship
 | **1/21 – NAS** **Options for execution:****Market-Based Innovations (Private Sector):** Social Entrepreneurship, Market Innovations**Public Sector Innovations:** Non-profits, government, campaigns | NEXT WEEK: “What is Social Innovation Execution” guided essay |
| **Week 3: Developing your Innovation Concept -- Design Thinking** * Introduce Design Thinking concepts
* Design thinking = human centered.
 | [Design Thinking for Social Innovation](https://ssir.org/articles/entry/design_thinking_for_social_innovation) - Stanford Social Innovation Review [The First Secret of Design is Noticing – TED talk](https://www.ted.com/talks/tony_fadell_the_first_secret_of_design_is_noticing/discussion) [Why Social Innovators Need Design Thinking](https://ssir.org/articles/entry/why_social_innovators_need_design_thinking)[Hidden Brain Unstuck Podcast](https://one.npr.org/?sharedMediaId=507930318:507930414) | **1/26 – NAS** * Discuss readings: Design Thinking for Social Innovation and Why Social Innovators Need Design Thinking
* What is Design Thinking and what does it have to do with Social Innovation execution?
* How will we use it to help develop your innovation concept?
 | **1/28 – TW*** Theory behind the Empathize / Understand phase and how it relates to developing your concept.
* **Discuss assigned TED Talk (Design is Noticing), Hidden Brain podcast (Unstuck)**
 | **Due 1/29, 11:59pm:** “What is Social Innovation Execution” guided essay |
| **Week 4: Developing your Innovation Concept -- Empathize & Understand** * Understanding your end-user and their pain points
* Seeing things from the end user perspective.
* How understanding your end-user helps with execution.
 | [Mission-Driven Entrepreneurs Want to Solve Big Problems. Here’s How They Can Do It](https://thestoryexchange.org/social-entrepreneurs-lean-impact/). | **2/2 – TW****Stakeholders and End-Users*** Identifying stakeholders and their role in executing your innovation (Stakeholder Assessment assignment)
* Identifying end-users or beneficiaries
* Thinking critically about your stakeholders and end-users.
 | **2/4 - NAS****Pain points and your Innovation*** What is a pain-point?
* How can different approaches to social innovation address pain points?
* How can you identify the pain point you want to address?
 |  |
| **Week 5: Developing your Innovation Concept -- Defining the Problem** * Using the Problem Statement to chart a path to execution.
 | [Read at least 3 profiles of Social Entrepreneurs and their Social Innovation from this linked website.](https://thestoryexchange.org/businesses-doing-good/) | **2/9 – NAS*** Using the Problem Statement to chart a path to execution.
 | **2/ 11– TW*** Real-world case studies of Problem Statements and Stakeholder Assessments
 | NEXT WEEK:- Problem statement & Stakeholder Assessment.  |
| **Week 6: Making it Real! -- Ideation & Prototyping** * Moving from concept to execution!
* Understanding value propositions and how it translates to execution
* Mission Statements
* Vision Statements
 | [Deep Work Hidden Brain Podcast, Cal Newport](https://www.npr.org/2017/07/25/539092670/you-2-0-the-value-of-deep-work-in-an-age-of-distraction) Mission Statements - Examples: <https://www.alessiobresciani.com/foresight-strategy/51-mission-statement-examples-from-the-worlds-best-companies/> Vision Statements – Examples:<https://www.projectmanager.com/blog/guide-writing-perfect-vision-statement-examples>  | **2/16 – NAS****What’s Your Value Proposition?*** What will you create or do to make an impact?
* In-class mind-mapping discussion groups to flesh out and test your concept on your classmates and instructors.
 | **2/18 – TW*** Mission Statements
* Vision Statements
* **Deep Work Podcast**
 | THIS WEEK**Due 2/19, 11:59pm:** Problem statement & Stakeholder Assessment. |
| **Week 7: Nuts & Bolts of Execution: Innovation Operating Structures*** Business structures
* Elements of a successful business
* Registering your business
* Establishing as a non-profit
 | US Small Business Administration: Write Your Business Plan<https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan> The Colorado Business Resource Book: <https://coloradobusinessresourcebook.com/> [CO Secretary of State Business Checklist](https://www.sos.state.co.us/pubs/business/businessChecklist.html) IRS [Form 1023](https://www.irs.gov/pub/irs-pdf/f1023.pdf) | **2/23 - NAS*** Business structures and how they relate to execution
* IRS Form 1023
 | **2/25 -- TW*** Elements of a successful business
* Registering a business in Colorado
 |  |
| **Week 8: Nuts & Bolts of Execution: Selling Your Innovation*** Mastering the Pitch
* Marketing your Innovation
 | (1) [Master the Pitch, B\*tch with Nicole Glaros](https://www.youtube.com/watch?v=_Rx4xqL4p1Q) (3/3)(2) Seven Key Components of a Perfect Pitch:<https://articles.bplans.com/the-7-key-components-of-a-perfect-elevator-pitch/> (3/3) | **3/2 -- TW*** Elevator Pitching!
* Discuss Pitch readings

**2.5 point extra credit opportunity!** ***Attend Social Impact New Venture Competition Pitch Nigh*****[Date of this depends on when Social Impact Venture Pitch night is]** | **3/4 – TW & Guest Lecturer*** Marketing 101
* Using marketing principles to reach your end-users, customers, funders, and/or investors
* Marketing and your pitch

*Note: Timing of this class is flexible based on availability of guest marketing lecturer. Can happen anytime during weeks 8-10* |  |
| **Week 9: Nuts & Bolts of Execution: Selling Your Innovation** * Grant writing
* Fundraising
* Impact investors
 | GuideStar Primer on Grant Writing:<https://trust.guidestar.org/grant-writing-101-resources-for-grant-writers>  12 Grant writing tips: <https://blog.firespring.com/12-quick-tips-for-better-grant-writing>  | **3/9 – TW*** Grant writing
* The limits and dangers of relying on grant funding
 | **3/11 -- NAS*** Fundraising – philanthropic and investors
* Impact investing – pros and cons
 |  |
| **Week 10: Nuts & Bolts of Execution: Selling Your Innovation*** Making your pitch
* Pitch Deck & Video assignment
 | The Pitch Canvas (See file on Canvas) | **3/16 -- NAS*** Introducing the Pitch Deck and Pitch Video Assignment
* Discussing the elements of the assignment
 | **3/18 – TW*** Case studies of effective Pitch Decks:
	+ Mission Statements
	+ Vision Statements
	+ Visual styles
* How to make an effective verbal pitch & elements of public speaking
 | DUE IN TWO WEEKS:Pitch Deck and Pitch Video |
| **Week 11: Working on your Pitch Deck & Video** |  | **3/23 – Hands on work session:** Small peer groups to work with classmates for input and advice on your pitch deck & video. Test your ideas on a live audience! | **3/25 -- NO CLASS (Wellness Day)** | NEXT WEEK:Pitch Deck and Pitch Video |
| **Week 12: Execution / Operational Plans: Foundational Principles*** Execution vs Strategy Part 2
* Execution and learning from failure
 | The Learning Mindset handouts (3/17)Strategies for Learning from Failure; Amy Edmondson, HBR (3/17) | **3/30 – NAS*** What is an Execution / Operational Plan and Project Management?
* Execution vs. Strategy Part 2
* Learning from Failure and the Learning Mindset
 | **4/1 – NAS*** Introduction to Execution / Operational Plan elements and templates
* Looking at sample Execution / Operational Plans (from simple to complex)
 | **Due 4/2, 11:59pm:**Pitch Deck and Pitch Video |
| **Week 13: Execution / Operational Plans: Budgeting**  | A How-To: Guide to creating a Small Business Budget, Amanda Smith (7/13/18)<https://bench.co/blog/accounting/small-business-budget/>   |  **4/6 – NAS*** Creating an Operational Budget, Part 1
* Discuss Amanda Smith reading
 | **4/8 – NAS** * Creating an Operational Budget, Part 2
 | THREE WEEKSExecution / Operational Plan: Budget, Milestones, and Timeline  |
| **Week 14: Execution / Operational Plans: Milestones and Timelines** |  | **4/13 – NAS*** Identifying Critical Milestones, Interim Goals, and building out an Operational Timeline Part 1
 | **4/15 – NAS*** Identifying Critical Milestones, Interim Goals, and building out an Operational Timeline Part 2
 | TWO WEEKSExecution / Operational Plan: Budget, Milestones, and Timeline |
| **Week 15: Successful Social Innovations in Action!** |  | **4/20 - TW**Real-world case studies from guest lecturers or field trips* + Jacob’s Solar Farm
	+ Energy Logic
	+ Farm Stand
	+ Mt Flower
 | **4/22 - TW**Real-world case studies from guest lecturers or field trips* + Jacob’s Solar Farm
	+ Energy Logic
	+ Farm Stand
	+ Mt Flower
 | NEXT WEEKExecution / Operational Plan: Budget, Milestones, and Timeline |
| **Week 16: Speed Pitching – group presentations** |  | **4/27 – TW*****Speed pitches to the class: 3 mins each*** | **4/29 - TW*****Speed pitches to the class: 3 mins each*** | **Due 5/2, 11:59pm:**Execution / Operational Plan: Budget, Milestones, and Timeline |

**University Policies**

ACCOMMODATION FOR DISABILITIES

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.

If you have a temporary medical condition or injury, see Temporary Medical Conditions under the Students tab on the Disability Services website.

CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to my records. For more information, see the policies on classroom behavior and the Student Code of Conduct.

HONOR CODE

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the Honor Code Office website.

SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION

The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, anonymous reporting, and the campus resources can be found on the OIEC website. Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

RELIGIOUS HOLIDAYS

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let us know of any conflicting religious days with the syllabus in the first two weeks to ensure optimal accommodation.