MGSM869

Social Entrepreneurship

Term 1 North Ryde 2018

MGSM Degree Programs

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General Information

Unit convenor and teaching staff
Lecturer
Debbie Haski-Leventhal
debbie.haski-leventhal@mgsm.edu.au
Contact via Email

Credit points
4

Prerequisites
Admission to MBA or MMgt or MMgmt or PGCertMBAExt or GradCertMgtPostMBA or MSocEntre or GradCertSocEntre or GradDipMgt or MSusDev

Corequisites

Co-badged status

Unit description
Social entrepreneurship means using business knowledge and tools as well as entrepreneurial principles to address social and environmental challenges. A social entrepreneur is someone who recognises a social problem and uses entrepreneurial principles to organise, create, and manage a venture to make social change. The unit will focus on the knowledge and practices of social entrepreneurship and social sector leadership. It will provide students with knowledge and tools on creating social change and shared value; managing resources; measuring and communicating social impact; multi-sectorial collaboration; and understanding business models for social enterprises. The unit will include class presentations, guest speakers, case studies, group consultancy exercises and multimedia.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Critically reflect on concepts, models and frameworks of social entrepreneurship in order to innovate, initiate and lead successful social enterprises (Leadership)

Develop services for, assess social impact and report to, and communicate the

organisational business model to, a variety of stakeholders, across organisations and cultures (Global Mindset).

Critically reflect on and integrate ethical, social and environmental factors into business decision-making and management practice when developing and managing a social enterprise (Citizenship).

Practically apply tools and frameworks to sustain a social enterprise and create a social impact for the long run (Sustainable Value).

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
In-class participation	10%	No	in each class		No	
Group presentation	15%	No	10-03-2018		No	
Group report	15%	No	18-03-2018		No	
Final individual assignment	60%	Yes	26-03-2018		No	

In-class participation

Due: **in each class**
Weighting: **10%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

Students will be assessed on the quality and quantity of their in-class participation. To receive a high mark in this assessment component, the student needs to participate in the class discussions often, making meaningful contribution to the discussion, which is based on knowledge and readings, while also being respectful to others in class. An excellent participation demonstrates critical analysis that is knowledgeable (not just argumentative), engaging and thought provoking (not just provocative). Asking questions and making comments that contribute to the quality and clarity of the lecture and the discussion will be highly assessed.

On successful completion you will be able to:

- Critically reflect on concepts, models and frameworks of social entrepreneurship in order to innovate, initiate and lead successful social enterprises (Leadership)

Group presentation

Due: **10-03-2018**

Weighting: **15%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

To create meaningful learning and a social impact, each of the syndicate groups will undertake a consultancy project with one social enterprise. The group will need to choose an existing social enterprise from: the cases studied in class, their own enterprises, a well-known enterprise or other. You can either use publically available information (e.g. websites, reports etc.) and/or collect data via interviews and surveys. You will need to gain an approval from the lecturer for your SE choice.

Your consultancy project will be presented in class and result in a report, which will be the group assignment. In the last day of this unit, there will be a Syndicate Group Presentation. The presentation will be 30 minutes long, followed by a 15 minute discussion. The presentation will be based on your consultancy project and as such need to follow the same four topics.

The presentation needs to include:

1. Description of the social enterprise
2. A business model canvas (preferably - existing vs. recommended)
3. Analysis of the social enterprise's resources and social impact
4. Discussion of its main challenges
5. Initial ideas on how you are going to address these challenges while using the enterprise's assets and knowledge gained in class
6. A discussion with the class in order to generate additional ideas and solutions

Strive to make your presentation interesting and engaging and to demonstrate knowledge of the SE, while using additional research and knowledge gained in this unit. Use some general models taught in class to position the SE you are presenting, as well as specific models and research related to the challenges you are striving to address. Ask the class specific questions so they can help you effectively.

Your group will need to submit the following files by**, on the 7/3/2018 before 5pm**:

1. **Executive summar**y. The executive summary should include (in one file):
    1. A title page (with all names and IDs of members),
    2. A one-page summary of the case
    3. References in APA style
2. **PowerPoint presentation**: your final presentation file, in PPT or PDF. The presentation should include no more than 20 slides, but can include videos and photos. If you use Prezi, please send a PDF file. Please include your **group number and case in the file name** (e.g., group3_Grameen.ppt). This does not have to be your final version, but it will allow the lecturer to provide some feedback.

3. **Group Work Cover sheet**, including your names and individual contribution. Here you will need to detail what each one of you has done (e.g. research, PPT file, case etc.). **Please note that if you do not contribute equally to the group report, you will not receive the full mark for this assessment.**

Assessment and marking

Each member of the group will receive a mark based on the group performance, as well as on the individual performance during the presentation. The group mark will be given to the group face-to-face on the the same day and will be sent to the group in the following morning. The individual mark will be used for the calculation of your final mark.

Group Presentation Assessment Criteria

Knowledge

Application of unit learning and knowledge

1

2

3

4

5

6

7

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9

10

Additional research and sources

1

2

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Presentation

The overall quality and clarity of the presentation

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2

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Class engagement and discussion

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Case Study

Analysis of the social enterprise and your business model canvas

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Analysis of the social enterprise's resources and social impact

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Challenges and quality of solutions

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2

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7

8

9

10

Data collection and analysis

1

2

3

4

5

6

7

8

9

10

Overall

Quality of executive summary

1

2

3

4

5

6

7

8

9

10

Administrative compliance + Visuals

1

2

3

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5

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10

FINAL MARK

GRADE

Comments

On successful completion you will be able to:

- Critically reflect on concepts, models and frameworks of social entrepreneurship in order to innovate, initiate and lead successful social enterprises (Leadership)
- Develop services for, assess social impact and report to, and communicate the organisational business model to, a variety of stakeholders, across organisations and cultures (Global Mindset).
- Critically reflect on and integrate ethical, social and environmental factors into business decision-making and management practice when developing and managing a social enterprise (Citizenship).
- Practically apply tools and frameworks to sustain a social enterprise and create a social impact for the long run (Sustainable Value).

Group report

Due: **18-03-2018**
Weighting: **15%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:

The purpose of this assignment is to provide you with an opportunity to expand on your presentation and apply the learning from this unit to a real life social enterprise, address its challenges and assist to create social impact. Based on the same consultancy project as the one in the presentation, the group will write a thorough report of up to 5000 words. The report should include an analysis, a business model; models and concepts learned in class; existing literature, additional research, and solutions.

1) The social enterprise

Analysis:

- Describe the enterprise, its vision and mission, brief history
- Use one social entrepreneurship model to position the social enterprise

Proposal:

- A business model canvas (preferably - existing vs. recommended).

2) Resources

- Discuss the social enterprise's revenue generation strategies and analyse its funding sources
- Detail its human resources, human capital and leadership

Proposal:

- Offer an innovative solution to increase revenue generation
- Propose a way to attract paid and unpaid talent to the organisation and a succession plan

3) Social impact

Analysis:

- Describe the social impact that the enterprise creates/ aims to create
- Detail social impact measurement practices and challenges

Proposal:

- Suggest tools to measure the social impact created by this social enterprise
- Discuss ways in which the enterprise can increase its social impact

4) Main challenges and suggestions for improvement

Proposal:

- Based on the discussions with the enterprise, assess its main challenges
- Offer at least four innovative solutions to address these challenges
- Discuss implementation of these suggestions

The report should be submitted to Debbie.Haski-leventhal@mgsm.edu.au on 18-03-2018 **by 5pm**. The file submitted should be a word document (not PDF) and should the group number and the name of the social enterprise in the file name (e.g. group3_Grameen Bank.docx). You will need to include a title page with the name of the case, names of all members and students ID. There is no need to include the executive summary again. You will also need to submit a cover sheet detailing the individual contribution of each and every member of the group. **Please note that if you do not contribute equally to the group report, you will not receive the full mark for this assessment.**

Referencing

Referencing must be in **American Psychological Association (APA)** style. This means that

when referring to an article or book etc., you indicate the author's name followed by the year of publication (Jones, 1989). For multiple authors include all names (Jones, Smith, & Wilson, 1990). Several sources need to be cited in alphabetical order (Bates & Johns, 1992; Dees, 1998).

A reference list should be presented in alphabetical order at the end of the paper according to APA (you can use Google Scholar to find the APA citation of the source). Note that APA style references are used for the reading list of articles at the end of this outline. Further information on APA style is available at http://libguides.mq.edu.au/referencing/APA

Group Report Assessment Criteria

Similarly to the group presentation, each member of the group will receive 50% of the mark for this assignment based on the overall performance of the group and 50% based on your individual contribution. In the cover sheet, you will need to detail what role each member of the group had in writing the report. The lecturer could also ask each group member to rate the contribution of other group members which may affect your individual mark (higher or lower).

Overall

Application of unit learning and knowledge, additional research

1

2

3

4

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10

Over quality of the report, including visual aspects, citations and administrative compliance

1

2

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Analysis of the social enterprise

Level of analysis

1

2

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Business Model Canvas

1

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Resources

Level of analysis

1

2

3

4

5

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7

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9

10

Analysis-based solutions

1

2

3

4

5

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Social Impact

Level of analysis

1

2

3

4

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9

10

Analysis-based solutions

1

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10

Main challenges and suggestions for improvement

Level of analysis

1

2

3

4

5

6

7

8

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10

Analysis-based solutions

1

2

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FINAL MARK

GRADE

Comments

On successful completion you will be able to:

- Critically reflect on concepts, models and frameworks of social entrepreneurship in order to innovate, initiate and lead successful social enterprises (Leadership)
- Develop services for, assess social impact and report to, and communicate the organisational business model to, a variety of stakeholders, across organisations and cultures (Global Mindset).
- Critically reflect on and integrate ethical, social and environmental factors into business decision-making and management practice when developing and managing a social enterprise (Citizenship).
- Practically apply tools and frameworks to sustain a social enterprise and create a social impact for the long run (Sustainable Value).

Final individual assignment

Due: **26-03-2018**
Weighting: **60%**
Groupwork/Individual:
Short extension [3]: No
AI Approach:
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

The day after the submission date of the group report, an email will be sent to all the students with three essay-style questions. The purpose of these questions is to assess the knowledge gained through this unit and the ability to reflect on issues related to social entrepreneurship. To answer these questions you will need to use the class readings (textbook and articles), additional academic sources, knowledge gained in class and your own views and reflections.

The word limit is 3000 words, excluding references and appendices. The assignment should be submitted on the iLearn on 26-03-2018 **by 5pm**. The file submitted must be a word document

(**not PDF**) and include your full name in the file name (e.g. David Smith Final Assignment.docx).

Assessment

A good academic assignment provides a well-written essay, which is well based on the literature, class materials and additional research. You will be assessed on your level of knowledge and understanding, your ability to analyse and reflect on related issues and your ability to combine the two. Please make sure to use the literature and cite it.

You are encouraged to use additional **academic** sources, but not to copy someone else's ideas from the Internet or from elsewhere. This would lead to **immediate failure** in the assignment and the subject.

Referencing

Referencing must be in **American Psychological Association (APA)** style. This means that when referring to an article or book etc., you indicate the author's name followed by the year of publication (Jones, 1989). For multiple authors include all names (Jones, Smith, & Wilson, 1990). Several sources need to be cited in alphabetical order (Bates & Johns, 1992; Dees, 1998).

A reference list should be presented in alphabetical order at the end of the paper according to APA (you can use Google Scholar to find the APA citation of the source). Note that APA style references are used for the reading list of articles at the end of this outline. Further information on APA style is available at http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm

On successful completion you will be able to:

- Critically reflect on concepts, models and frameworks of social entrepreneurship in order to innovate, initiate and lead successful social enterprises (Leadership)
- Critically reflect on and integrate ethical, social and environmental factors into business decision-making and management practice when developing and managing a social enterprise (Citizenship).

Delivery and Resources

Required textbooks and materials

Kickul, J. & Lyons, T.S. (2016) Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World, 2nd Edition, Routledge, ISBN: 9781138903845

For information on textbook prices and online ordering, please refer to the Co-Op Bookshop webpage at http://www.coop.com.au

Additional required readings will be available via iLearn

The web page for this unit can be found at: https://ilearn.mq.edu.au/login/MGSM

The timetable for classes can be found on the MGSM Student website at https://students.mgsm.edu.au/sydney-students/units/timetables

Readings list

Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). Social and commercial entrepreneurship: same, different, or both? *Entrepreneurship theory and practice*, 30(1), 1-22.

Burket, I. (2014). Using the Business Model Canvas for social enterprise design.

Crane, A., Palazzo, G., Spence, L. J., & Matten, D. (2014). Contesting the value of “creating shared value”. California Management Review, 56(2), 130-153.

Dacin, P. A., Dacin, M. T., & Matear, M. (2010). Social entrepreneurship: why we don't need a new theory and how we move forward from here. *The Academy of Management Perspectives*, *24*(3), 37-57.

Dean, T. J (2013). Sustainable Venturing: Entrepreneurial Opportunity in the Transition to a Sustainable Economy. New Jersey: Pearson Prentice Hall. **Chapter 4: social entrepreneurship.**

Dees, J. G. (1998). The meaning of social entrepreneurship. *Comments and suggestions contributed from the Social Entrepreneurship Funders Working Group*.

Lingane, A., & Olsen, S. (2004). Guidelines for social return on investment. *California Management Review*, *46*(3), 116-135.

Martin, R. L., & Osberg, S. (2007). Social entrepreneurship: the case for definition. *Stanford Social Innovation Review*, *5*(2), 27-39.

McLoughlin, J., Kaminski, J., Sodagar, B., Khan, S., Harris, R., Arnaudo, G., & Mc Brearty, S. (2009). A strategic approach to social impact measurement of social enterprises: The SIMPLE methodology. *Social Enterprise Journal*, *5*(2), 154-178.

Porter, M. E., & Kramer, M. R. (2006). Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility. Harvard Business Review, Dec, 5-16.

Porter, M. E., & Kramer, M. R. (2011). Creating Shared Value: How to reinvent capitalism-and unleash a wave of innovation and growth. Harvard Business Review, Jan-Feb, 1-17.

Sabeti, H. (2011). The For-Benefit Enterprise. Harvard Business Review, November 2011,

Shaw, E. (2004). Marketing in the social enterprise context: is it entrepreneurial? *Qualitative Market Research: An International Journal*, 7(3), 194-205.

SVA (2013). *Business Planning Guide For Social Enterprises*. Melbourne: SVA.

Social Enterprise London (2014). *Marketing Your Social Enterprise*. London: SEL.

Weerawardena, J., & Mort, G. S. (2006). Investigating social entrepreneurship: A multidimensional model. *Journal of world business*, *41*(1), 21-35.

Werther, W. B., & Chandler, D. (2013). *Strategic CSR*. Thousand Oaks: Sage. **Chapter 1.**

Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. *Journal of business venturing*, *24*(5), 519-532.

Zietlow, J. T. (2008) Social entrepreneurship: Managerial, finance and marketing aspects. Journal of Nonprofit & Public Sector Marketing, 9(1-2), 19-43.

Unit Schedule

Session	Topic	Primary Readings	Session will start on
1	Introduction: Social entrepreneurship	Textbook chap 1-2 Dees (1998) Weerawardena & Mort (2006) Martin & Osberg (2007) Dacin et al. (2010) Sabeti (2011)	17th February 2018
2	Creating Shared Value: The changing world of CSR	Porter and Kramer (2011) Werther & Chandler (2013) Crane, Palazzo, Spence, & Matten (2014).	17th February 2018
3	Developing the Social Enterprise Measuring and Communicating Social Impact	Textbook chap 3-4, 8 Lingane & Olsen (2004) McLoughlin et al. (2009)	24th February 2018
4	Managing Resources: Financial planning and increasing revenue Managing paid and unpaid employees	Textbook chap 7 Zietlow (2008) Austin et al. (2006)	24th February 2018
5	Business Plan Marketing	Textbook chap 5 Shaw (2004) Social Enterprise London (2014) SVA (2013) Burket, I. (2014)	3rd March 2018
6	Scale, growth and goal attainment	Textbook chap 9	3rd March 2018
7 - 8	**Guest speakers: The Big Friday of Social Entrepreneurship**		9th March 2018
9 - 10	Group presentations and wrap up		10th March 2018

Learning and Teaching Activities

Active Learning

This block class will be taught over 2 weekends. The unit is based on an average student workload of 160 hours: 40 hours of class interaction and 120 hours unsupervised private study and group work.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu

dents.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

For enquiries about your study at MGSM, please contact studentservices@mgsm.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Develop services for, assess social impact and report to, and communicate the organisational business model to, a variety of stakeholders, across organisations and cultures (Global Mindset).
- Critically reflect on and integrate ethical, social and environmental factors into business decision-making and management practice when developing and managing a social enterprise (Citizenship).

Assessment tasks

- In-class participation
- Group report
- Final individual assignment

Learning and teaching activities

- This block class will be taught over 2 weekends. The unit is based on an average student workload of 160 hours: 40 hours of class interaction and 120 hours unsupervised private study and group work.

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Develop services for, assess social impact and report to, and communicate the organisational business model to, a variety of stakeholders, across organisations and cultures (Global Mindset).
- Critically reflect on and integrate ethical, social and environmental factors into business decision-making and management practice when developing and managing a social enterprise (Citizenship).
- Practically apply tools and frameworks to sustain a social enterprise and create a social impact for the long run (Sustainable Value).

Assessment tasks

- Group report
- Final individual assignment

Learning and teaching activities

- This block class will be taught over 2 weekends. The unit is based on an average student workload of 160 hours: 40 hours of class interaction and 120 hours unsupervised private study and group work.

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is

the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on concepts, models and frameworks of social entrepreneurship in order to innovate, initiate and lead successful social enterprises (Leadership)
- Critically reflect on and integrate ethical, social and environmental factors into business decision-making and management practice when developing and managing a social enterprise (Citizenship).

Assessment tasks

- In-class participation
- Group presentation
- Group report
- Final individual assignment

Learning and teaching activities

- This block class will be taught over 2 weekends. The unit is based on an average student workload of 160 hours: 40 hours of class interaction and 120 hours unsupervised private study and group work.

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on concepts, models and frameworks of social entrepreneurship in order to innovate, initiate and lead successful social enterprises (Leadership)
- Develop services for, assess social impact and report to, and communicate the organisational business model to, a variety of stakeholders, across organisations and cultures (Global Mindset).
- Practically apply tools and frameworks to sustain a social enterprise and create a social impact for the long run (Sustainable Value).

Assessment tasks

- Group presentation
- Group report
- Final individual assignment

Learning and teaching activities

- This block class will be taught over 2 weekends. The unit is based on an average student workload of 160 hours: 40 hours of class interaction and 120 hours unsupervised private study and group work.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Critically reflect on concepts, models and frameworks of social entrepreneurship in order to innovate, initiate and lead successful social enterprises (Leadership)
- Develop services for, assess social impact and report to, and communicate the organisational business model to, a variety of stakeholders, across organisations and cultures (Global Mindset).
- Practically apply tools and frameworks to sustain a social enterprise and create a social impact for the long run (Sustainable Value).

Assessment tasks

- In-class participation
- Group presentation

Learning and teaching activities

- This block class will be taught over 2 weekends. The unit is based on an average student workload of 160 hours: 40 hours of class interaction and 120 hours unsupervised private study and group work.

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able

to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Critically reflect on concepts, models and frameworks of social entrepreneurship in order to innovate, initiate and lead successful social enterprises (Leadership)
- Develop services for, assess social impact and report to, and communicate the organisational business model to, a variety of stakeholders, across organisations and cultures (Global Mindset).
- Critically reflect on and integrate ethical, social and environmental factors into business decision-making and management practice when developing and managing a social enterprise (Citizenship).
- Practically apply tools and frameworks to sustain a social enterprise and create a social impact for the long run (Sustainable Value).

Assessment tasks

- Group report
- Final individual assignment

Learning and teaching activities

- This block class will be taught over 2 weekends. The unit is based on an average student workload of 160 hours: 40 hours of class interaction and 120 hours unsupervised private study and group work.

Changes from Previous Offering

Compared to the unit offered in T4 2017:

- Change of textbook and new chapters added to the class content
- Class structure was spread over four Saturdays and one Friday instead of a weekend block, based on students' demand
- Big Friday with guest lectures was added back in
- Assignment guidelines were made clearer

Alignment of this unit with MGSM's mission-driven attributes

- **Leadership**: social entrepreneurs are often seen as a combination of business leaders and social leaders. They use the principles of transformational leadership to create a vision, communicate a vision, model their vision through their social enterprise and

create commitment to the vision.

- **Global mindset:** “Global Mindset” means the **ability to understand and influence people with views unlike one’s own**. Social entrepreneurs often work with people from other communities, such as through international aid or disadvantaged and marginalised groups. Related issues will be discussed to not only help develop a global mindset, but also to utilise this global mindset to address social problems.
- **Citizenship**: The unit covers the enhancement of organisational citizenship as well as corporate social responsibility and the community. Through social entrepreneurship and CSR, students will be able to address social problems and demonstrate devotion to global and corporate citizenship.
- **Creating sustainable value**: the students will be provided with knowledge, tools and resources which would allow them not only to initiate and innovate a social enterprise, but also to sustain it for the long run. Goal achievement of social enterprises and plans beyond will also be discussed.

Attendance Policy (MGSM)

The interactive environment of the classroom is central to the MGSM experience. Students are required to attend the full duration of all classes for the units in which they are enrolled. We recognise that exceptional circumstances may occur, such as unavoidable travel on behalf of your organization or the serious illness or injury of you or a close family member.

Special consideration may be given for a maximum of 20% non-attendance for such circumstances as long as lecturers are contacted in advance, and supporting documentation provided, to request exemption from attendance. Failure to abide by these conditions may result in automatic withdrawal, with academic and/or financial penalty. The full Student Attendance Policy is published in the MGSM Student Handbook at https://students.mgsm.edu.au/handbook

Content Disclaimer

The content of this unit is provided for educational purposes only and no decision should be made based on the material without obtaining independent professional advice relating to the particular circumstances involved.