

School of Government

## **PUBL 305 LEADING SOCIAL ENTERPRISE**

Trimester 3, 2015

### **COURSE OUTLINE**

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#### **Names and Contact Details**

##### **Course Coordinator**

Professor Brad Jackson      Room: RH 818, Rutherford House  
Phone: (04) 463-5794  
Email: [brad.jackson@vuw.ac.nz](mailto:brad.jackson@vuw.ac.nz)  
Website: [www.vuw.ac.nz/sog](http://www.vuw.ac.nz/sog)

Alex Hannant      Akina Foundation  
Level 3, 267 Wakefield Street  
Phone: 04-384-9676  
Email: [alex.hannant@akina.org.nz](mailto:alex.hannant@akina.org.nz)  
Website: [www.akina.org.nz](http://www.akina.org.nz)

##### **Undergraduate Programme Coordinator**

Robyn McCallum      Room: Room 821, Rutherford House  
Phone: (04) 463-6599  
Email: [robyn.mcallum@vuw.ac.nz](mailto:robyn.mcallum@vuw.ac.nz)

##### **Research Assistant:**

Mandy McGirr      Email: [mcgirr.mandy@gmail.com](mailto:mcgirr.mandy@gmail.com)

##### **Project Assistant:**

Arthur Grooby      Email: [arthur.grooby@akina.org.nz](mailto:arthur.grooby@akina.org.nz)

##### **Trimester Dates**

From 16 November 2015 to 30 January 2016.

##### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before 27 November 2015.
2. The standard last date for withdrawal from this course is 8 January 2016.

After 8 January 2016, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

### Class Times and Room Numbers

Railway West Wing is inside railway station - entrance is on right hand side of train ticket booths.

**Lectures: Wednesday, 10:30a.m. - 1:30p.m, RWW413, Railway Station**

**Studios: Friday, 10:00 a.m. – 12 noon, RWW501, Railway Station**

### Course Delivery

This course aims to give you an overview of the theory and practice of Social Enterprise, a topic that is generating rapidly growing interest from academics, consultants, NGOs, politicians and policy-makers. The course will review the history, key definitions and models of social enterprise and the critique that has been levelled at it. The course will examine the changing context of social enterprises and what can be done to build an enabling policy environment for it to thrive and grow. It will explain how to start up and grow and improve the performance of a social enterprise.

**Attendance at all lectures and studios is critical** because the course delivery style heavily depends on discussion-based learning. Engagement in lecture and studio discussion is very important, especially as this subject is still in its early formation. The forms of learning used will help you test out methods advocated by social enterprise theorists, practitioners, consultants and policy-makers.

### **Lectures**

Lectures will link with course reading material, discuss key theories and concepts, and provide case studies that demonstrate the application of theories and models used on the programme. Lectures will be interactive and will engage participants individually and in groups. Guest speakers will contribute to each lecture to provide differing stakeholder vantage points on social enterprise trends, issues, models and policies and to assist students in integration their learning to practice. Speakers are listed within the weekly outlines on Blackboard.

### **Studios**

Studios are essential to attend and focus on studying and analysing real social enterprises.

In the first studio students will be introduced to six social enterprise organisations which are based in the Wellington region. These represent the range of types, and the realms within which, social enterprises engage. **A group of students will be assigned each one of these social enterprises to conduct a project** that will enable them to make recommendations for improving the strategic positioning and operational performance of the social enterprise. **Note that students will be required to make two visits to their assigned social enterprise** organisation, who they will conduct interviews with. All of the social enterprise organisations participating are accessible by public transport within the Wellington region.

In the last studio each group will make a presentation outlining their findings and key recommendations to leaders of the social enterprises. The other studios will be dedicated to providing the operational frameworks and knowledge that will be required in order to conduct your analysis of these social enterprises.

### Group Work

A feature of the course is the opportunity to ‘learn by doing’ by being an active member of a project group. The group work provides a way to put social enterprise learning into practice and develop skills in written and oral presentation, project management and teamwork. This learning will be assisted by you **producing blogs via Blackboard as contributions to learning during the course.**

The project group that you will be assigned to during the first studios will be expected to meet regularly outside of lecture and studio hours. You will be given the opportunity to meet with members of the real social enterprise organisation that you are studying on two occasions outside of the two studio times. A minimum of 20 hours should be dedicated to these activities. To emphasise the importance of group work, group leaders are asked to alert the course coordinator as early as possible if there are difficulties in obtaining sufficient commitment from a group member. Group members who have not contributed sufficiently to their group will be required to submit an alternative piece of work.

### **Expected Workload**

A total of 150 hours of work is expected from students in this course. This consists of 25 hours of classes, 20 hours per week outside during teaching weeks spent reading, studying, gathering data and preparing for and writing assignments both individually and in groups. A further 25 hours should be allotted to assignment writing before and after the teaching weeks.

### **Prescription**

Social enterprise is a global movement blending innovation, collaboration and enterprise for the public good. This course explores the theoretical and practical underpinnings of social enterprise as well as the various governance, business and non-governmental models that have developed social enterprise within New Zealand and other parts of the world.

### **Course Learning Objectives**

Students who pass this course should be able to:

1. Critically analyse several kinds of social enterprise and illustrate how they influence a variety of different social challenges.
2. Distinguish social enterprises from other organisational forms including public and commercial enterprises and recommend when they might be most salient.
3. Assess the suitability of leadership and governance strategies for various kinds of social enterprise.
4. Apply frameworks to assess and improve social enterprise performance and outcomes.
5. Design and present policy and operational advice for decision makers for social enterprise issues.

### **Required Texts**

You will need a copy of the following new 2<sup>nd</sup> edition textbook. It is available at Victoria Books Pipitea in Government Building (GB34). Chapter 2 of the book is also available via Blackboard for Lecture 1.

Ridley-Duff R., & Bull M. (2015). *Understanding Social Enterprise: Theory and Practice* 2nd ed. U.K: SAGE Publications Ltd.

These are also compulsory readings and you can access an online copy of them via Blackboard:

Department of Internal Affairs. (2013). Legal structures for social enterprise. Retrieved from [https://www.dia.govt.nz/pubforms.nsf/URL/Legal-entities-for-social-enterprises.doc/\\$file/Legal-entities-for-social-enterprises.doc](https://www.dia.govt.nz/pubforms.nsf/URL/Legal-entities-for-social-enterprises.doc/$file/Legal-entities-for-social-enterprises.doc)

Kaplan M. J. (2013, August). Growing the Next Generation of Social Entrepreneurs and Start-ups in New Zealand. Ian Axford (New Zealand). Retrieved from [http://www.fulbright.org.nz/wp-content/uploads/2013/08/axford2013\\_kaplan.pdf](http://www.fulbright.org.nz/wp-content/uploads/2013/08/axford2013_kaplan.pdf)

## **Recommended Readings**

See the full online list of all compulsory and recommended optional readings via Blackboard (which links you to a Talis Aspire webpage where the online reading list is hosted). In Blackboard, click on the hyperlink called **Readings for PUBL305 via the Course Resources menu** on the left side of the screen. This lists all online and hardcopy readings, and links you directly to the vast majority that have online copies available. It is a good place to start your searches for more information on certain topics and for assignment references.

Another optional reading on Closed Reserve in the Commerce Library is:

Barringer, Bruce R. and Ireland, Duane (2015) *Entrepreneurship, Global Edition*. Pearson.

## **Weekly Readings and Course Content**

The Week-by-week Outline table below shows what each lecture and studio covers, reminders for upcoming assignment due dates, and compulsory readings required in preparation for each lecture. It also shows which of the Course Learning Objectives (CLOs) are most relevant to each week.

**Blackboard provides an online version** of the details in this table, listed as weeks in the left menu pane. The Blackboard version includes hyperlinks to readings that have online copies available.

\* Unless otherwise stated, all readings for chapters (Ch) listed below are from *Understanding Social Enterprise: Theory and Practice (2ed)*, by Rory Ridley-Duff & Mike Bull, 2015.

<b>Week Beginning</b>	<b>Lecture Topics</b>	<b>Compulsory Readings*</b>	<b>Studios and Activities</b>	<b>Related CLOs</b>
<b>16<sup>th</sup> November</b>  Lecture: 10.30-13.30, 18 <sup>th</sup> November  Studio: 10.00-12.00, 20 <sup>th</sup> November	<b>Introduction to social enterprise – history, definitions, models &amp; mechanics</b>  – What do we mean by social enterprise? – Social enterprise definitions and cultural context – How social enterprise work – models and mechanics – What’s different about SEs – Social enterprise in New Zealand	'Growing the Next Generation of Social Entrepreneurs and Start-ups in New Zealand' MJ Kaplan, 2013  Ch2: Defining Social Enterprise  <i>(PDF copies of Ch2 and the MJ Kaplan reading are on Blackboard. Go to the menu called Lecture&amp;Studio1 for access details)</i>	<b>Studio:</b> Assignment set-up and allocation of teams to SEs  <b>Guest Contributors:</b> Social enterprise hosts  <b>Blog 1:</b> due 22 <sup>nd</sup> November	<b>1, 2, 5</b>
<b>23<sup>rd</sup> November</b>  Lecture: 10.30-13.30, 25 <sup>th</sup> November  Studio: 10.00-12.00, 27 <sup>th</sup> November	<b>Critical review of context – the changing landscapes that have created space for social enterprise</b>  – Meta trends – economy and society – ‘the social economy’ – Changing role of government – Shifts in the social sector – Benefits / risks of social enterprise – Contentions and future scenarios	Ch1: The Social Economy and Big Society  Ch3: The Politics of Social Enterprise  Department of Internal Affairs. (2013). Legal Structures for Social Enterprise. <i>(Read pg.1-8 via Blackboard this week. Read the</i>	<b>Studio:</b> Introduction to business modelling and ‘Social Lean startup’  <b>Guest Contributors:</b> Dorothy Adams (State Services Commission), Justine Auton (Ministry of Social Development), Dave Clearwater (Ākina)	<b>1, 2, 4, 5</b>

		<i>whole report before Studio3)</i>	<b>Blog 2:</b> due 29 <sup>th</sup> November	
<b>30<sup>th</sup> November</b>  Lecture: 10.30-13.30, 2 <sup>nd</sup> December  Studio: 10.00-12.00, 4 <sup>th</sup> December	<b>Organisational development – building a social enterprise from startup to scale</b>  – Why and how are social enterprise started? – Ingredients for success – leadership, purpose, and design methods – Development pathways – validation and viability – Growing pains and milestones – Reaching long-term sustainability and / or scale	Ch5: Income Streams and Capital Management  Ch6: Social Investment and Crowdfunding  Ch8: Strategic Management and Planning  Ch10: Leadership, Social and Eco-Entrepreneurship	<b>Studio:</b> Pt1: Governance in practice, and managing risk Pt2: Legal forms, considerations, and issues  <b>Guest Contributors:</b> Shona McElroy (Ākina), Sophie Halsem (Professional Director), Emma Geard (Ākina)  <b>Blog 3:</b> due 6 <sup>th</sup> December	<b>1, 3, 4,</b>
<b>7<sup>th</sup> December</b>  Lecture: 10.30-13.30, 9 <sup>th</sup> December  Studio: 10.00-12.00, 11 <sup>th</sup> December	<b>Impact and accountability in social enterprises</b>  – Why is impact measurement important? o Purpose o Improvement o Accountability o Trade – Inputs, outputs, outcomes, & impact – Systems and frameworks – Challenges of impact measurement	Ch4: Measuring Social Value  Ch7: Social and Ethical Capital  Ch9: Management Ideologies  Ch12: Governance and Human Relations  Ch11: Identities and Legalities	<b>Studio:</b> Preparing a powerful pitch  <b>Guest Contributors:</b> Stephanie Ward (KPMG), Dave Clearwater (Ākina)  <b>Blog 4:</b> due 13 <sup>th</sup> December	<b>1, 2, 3, 4, 5</b>
<b>14<sup>th</sup> December</b>  Lecture: 10.30-13.30, 16 <sup>th</sup> December  Studio: 10.00-12.00, 18 <sup>th</sup> December	<b>Building social enterprise ecosystems</b>  - Precedents for social enterprise ecosystems - What’s worked, what hasn’t? - Key components for functioning ecosystem - Where are we in New Zealand? - Possibilities and dependencies for development		<b>Studio:</b> Presentations to host social enterprises  <b>Guest Contributors:</b> Social enterprise hosts	<b>2, 4, 5</b>
21 <sup>st</sup> December				
28 <sup>th</sup> December				
4 <sup>th</sup> January				
11 <sup>th</sup> January			<b>Report:</b> due 17 <sup>th</sup> January	
18 <sup>th</sup> January			<b>Essay:</b> due 24 <sup>th</sup> January	

## Assessment

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

	<b>Title</b>	<b>Weight</b>	<b>Date</b>	<b>CLO</b>
1	<b>Blog Lead Contribution</b> – 4 blog lead entries with a length of 500 words. Each blog is worth 10%	40%	Weekly Contributions due by <b>10 pm on the Sunday before each lecture</b>	1, 2
2a	<b>Social Enterprise Project Group Presentation.</b> 10 minute presentation	15%	To be given at the last studio on <b>Friday 18 December 2016.</b>	3, 4
2b	<b>Social Enterprise Project Individual Proposal</b> Four pages plus one page budget format. More proposal format details to be advised in class.	15%	To be loaded to Blackboard either on or before <b>Friday 17 January 2016.</b>	3, 4
3	<b>Global Social Enterprise Essay:</b> Must be in essay format. Total of 2,000 words (excluding references).	30%	To be loaded to Blackboard either on or before <b>24 January 2016</b>	5
	<b>TOTAL</b>	<b>100%</b>		

### **1. Blog Lead Contribution (40%)**

Blog contributions are an opportunity to reflect on the course content and communicate with your instructors and your peers. You will prepare four ‘lead blog contributions’ each aimed at introducing, building on and extending on a particular topic that we have addressed in the class and in the readings. Your contribution should endeavour to stimulate debate and discussions with a view towards extending our knowledge of this topic. Your contribution will be assessed on the style and quality of writing and presentation, the coherence (whether it was rushed or well worked), the demonstration of critical thinking and the grammar/spelling. Each late blog entry will result in 1 mark being deducted and missing blogs will receive 0 marks.

Blogs should be 500 words in length. These are intended to be learning reflections which will help you and others reflect on readings, class work, guest speakers and current events in ways that can make the learning ‘stick’.

Feel free to add links to YouTube clips, articles and pictures to help get your point across. Each quality blog submitted will give your learning community more opportunity to learn, clarify and remember the key concepts of training and development.

You will be given instructions in class as to how to create the blog posts.

## **2. Social Enterprise Project (30%)**

Due: Group Presentation due at December 18th Studio session;  
Report to be posted on Blackboard either on or before 17 January 2016.

Group Presentation: 10 minutes speaking with Power Point presentation, or some sort of visual presentation must be used.

Individual Proposal length: up to 4 pages plus 1 page budget

A feature of the course is the opportunity to 'learn by doing' by being an active member (or leader) of a project group. The group work provides a way to share your individual understanding of theory and develop skills in written and oral presentation, project management and teamwork.

### **2a. Group Presentation for Social Enterprise Project (15%)**

The topic of the Group Presentation will be set by the Group's host social enterprise. The focus will be a live strategic or operational challenge currently faced by the host that the group will be asked to research, analyse, and respond to. This challenge will be set at the first **Studio on 20 November**. The group will be aided in responding to this challenge by the content of the course studios and at least two one-hour meetings with the host social enterprise during the course duration.

### **2b. Individual Proposal for Social Enterprise Project (15%)**

The Chair of your social enterprise host is impressed by your group's presentation and has commissioned you, as an individual, to develop a proposal for how you would implement your recommendations. Develop a proposal outlining your objectives, approach, timeline, potential risks, and resource requirements.

## **3. Global Social Enterprise Individual Essay (30%)**

The purpose of this assignment is to develop your knowledge and critical thinking about social enterprise as it is being theorised and practised in different parts of the world. You will select a country or a region or a particular city in which social enterprise is gathered significant momentum with a view to understanding how this has been manifested (i.e. in what forms and with what business models) and what has enabled and constrained this work. Most importantly, you will consider the lessons that can be drawn from your research about growing social enterprise within New Zealand. What might be done? How should this be done by whom? What are the potential risks and opportunities? In conducting your research you will draw on academic literature, government and NGO reports, social enterprise documentation and other data. It will be important to integrate into your account a number of the concepts and frameworks that will be discussed in the class and in the course readings.

## **Mandatory Course Requirements**

- 1) You must **submit all 4 Assessments mentioned in the above table**.
- 2) Minimum mandatory class attendance:  
**You must attend at least 9 of the 10 scheduled lectures and studios combined.** Please contact the Course Coordinator as soon as possible if you become unable to meet the class attendance requirements, to discuss your situation and provide evidence of personal circumstances.

### **Handing in assignments**

Your assignments must be posted on Blackboard in the Assignments section by the due date and time as instructed above (including uploading your signed Assignment Cover Sheet as an attachment). Students must also keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

*Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.*

### **Penalties - for Lateness & Excessive Length of Assignments**

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 10% of the marks available** (marks available means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date **for each part day or day late**. (for example if an assignment is out of 20 and the assignment receives 50% then one day late means the mark will be out of 18 and the student will receive 50% of 18). **Closed University days, Saturdays, Sundays and public holidays** will be included when counting the number of days late. An assignment late day begins from the time the assignment is due. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.
- (ii) Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the **Course Coordinator**, providing documentary evidence of the reasons of their circumstances.
- (iv) All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.
- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the **Course Coordinator** as soon as possible, and make application for waiver of a penalty as soon as practicable.
- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic and the intended assignment work load. You are strongly advised to adhere to the word limit so as to keep your workload at a manageable level. Any material that is above the word limit may not be taken into account by the marker. Your marker will simply stop at the maximum words for the assignment and you will receive the appropriate grade.

### **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

### **Remarking**

Students may ask for their written work to be remarked. To apply for a remark, complete the request for re-examination of assessed work form stating which sections (criteria listed in the mark sheet) you wish re-examined. You must provide academic reasons on why you think the mark does not, in your view, fairly reflect the quality of your work. Your assignment will only be reconsidered on the points you raised. Complete remarks will not be undertaken. Hand this with your assignment into the following place:

- Pipitea Campus – the Reception Desk on Level 8 Rutherford House where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Allow a minimum of 5 working days for remarks to be completed.

### **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

### **Communication of Additional Information**

Additional information or information changes will be conveyed to students via Blackboard and email.

### **Student feedback**

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php)

### **Link to general information**

For general information about course-related matters, go to <http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

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# School of Government

## Assignment Cover Sheet

### Instructions

Please complete and sign this form and attach it as the cover page to your assignment.

**Student Name (Please print)** \_\_\_\_\_

**Student ID** \_\_\_\_\_ **Course Code** \_\_\_\_\_

**Course Coordinator/Tutor/Supervisor** \_\_\_\_\_

**Tutorial Day/Time** \_\_\_\_\_

**Due Date** \_\_\_\_\_ **Word Count** \_\_\_\_\_

### Plagiarism Declaration

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria. Plagiarism is presenting (without due acknowledgement) someone else's work as if it were your own, whether you mean to or not. Plagiarism takes many forms and includes material from books, journals or any other printed source, the work of other students or staff, information from the internet and other electronic material. You are expected to adhere to the VUW Statute on Student Conduct and its references to plagiarism. The Statute may be accessed at [www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx).

I have read and understand the University's policy on plagiarism outlined above and declare that this assignment is my own work and that all source material used in this assignment is accurately acknowledged.

**Sign/Type**  
**Name** \_\_\_\_\_ **Date** \_\_\_\_\_