"If you open up the mind, the opportunity to address both profits and social conditions are limitless. It's a process of innovation."
— Jerry Greenfield, co-founder, Ben & Jerry's

"If at first the idea is not absurd, then there is no hope for it."
— Albert Einstein, German physicist and philosopher

“Don’t worry about people stealing your ideas. If your ideas are any good, you’ll have to ram them down people’s throats.”
— Howard Aiken, American computer engineer/mathematician

"Whatever you can do, or dream you can, begin it. Boldness has a genius, power, and magic in it."
— Johann Wolfgang von Goethe, German writer and polymath

"Until one is committed there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative (and creation), there is one elementary truth, the ignorance of which kills countless ideas and splendid plans: that the moment one definitely commits oneself, then Providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issue from the decisions, raising one’s favor all manner of unforeseen incidents and meetings and material assistance which no man could have dreamt would have come his way."
— W.H. Murray, Scottish Mountaineer in The Scottish Himalayan Expedition (1951)

"I created a vision of David in my mind and simply carved away everything that was not David."
— Michelangelo Buonarroti, Italian artist

“A company is a permanent organization designed to execute a repeatable and scalable business model.”
— Steve Blank, start-up expert

“Entrepreneurship is the last refuge of the trouble-making individual.”
— Natalie Clifford Barney, American playwright, poet, novelist

"I planned each chartered course, each careful step along the byway, and more, much more than this, I did it my way."
— Frank Sinatra, legend
INSTRUCTOR
Tim Zak
Associate Teaching Professor, Heinz College
Director—Institute for Social Innovation
HBH 2110
TJZAK@ANDREW.CMU.EDU or TJZAK@HOTMAIL.COM (alternate)
Office: (412) 268-5945
Cell: (412) 735-4077

CLASS HOURS
Monday and Wednesday—Hamburg Hall 1007, 10:30-11:50 a.m.
Course site accessed through Blackboard

OFFICE HOURS
By appointment. I’m customarily pretty accessible and I realize that everyone’s schedule is different so I’ll make every effort to accommodate your needs. The best bet is to call or send me an e-mail to make an appointment or, if you’re feeling lucky, just stop by my office.

Also, I’ll be happy to take questions or comments after class on a first-come, first-served basis. I also welcome conversations not necessarily related to social innovation or other courses that I teach (e.g., career path, course selection) if you think that my time in the “real world” can provide another dimension to your experience at Carnegie Mellon.

TEACHING ASSISTANT
None

ABOUT THIS COURSE
Social innovation ventures are organizations that directly and distinctively address a social need through their products and services and derive financially sustainability at least in part through market-based activities rather than indirectly from philanthropic or other charitable sources. These organizations can take the form of start-ups (“entrepreneurial”) or new efforts by well-established entities (“intrapreneurial”) like corporations and non-profits. Social innovations can also take the form of new public sector (government) initiatives like the development of novel policies, laws, and regulations.

Like any innovative activity, social ventures require creative ideas, meticulous planning, focused execution, and the flexibility to withstand unanticipated challenges and competitive responses. However, unlike a typical start-up, social ventures consider positive societal impacts to be at least as important as financial returns. As a result, social ventures can be distinctly different from “pure” business start-ups in a variety of ways including measures of performance, sources of investment capital, organizational form, and the ongoing attraction of talent and support.

This course is for students interested in learning how to start a social venture. While some students may ultimately become social entrepreneurs (a number of existing social ventures have “spun out” of this class), the course content is applicable to a wide variety of contexts in the public, private, and social sectors. Future policy mavens, corporate bigwigs, nonprofit moguls, and “do good” investors will all find something to take away from topics covered during the mini.
Here’s our collective challenge for the mini-semester: Students are likely to be at different stages of “readiness” for social venture development at the start of the class. Some may have already taken one or more classes related to social innovation or have experience in the field. Others may need grounding in basic concepts first. Some may be more comfortable taking a “leap of faith” when it comes to participating in some of the exercises and assignments. Others may prefer to “dip their toes in the water”. Some may arrive with a social venture concept already in development (or even launched!). Others may start with a clean sheet of paper. As a result, we’ll need to be patient and supportive of each other regardless of where individuals might be along any of these dimensions. However, you should consider this class to be a “safe haven”, a place where experimentation, thinking outside of conventional boundaries, and learning more about yourself as a person and as a professional is highly encouraged. In short, I hope that this course will arm you with the ideas, tools, and confidence necessary to have a significant impact on your future career plans regardless of where they may lead.

To facilitate these potential differences and allow all students to have a rewarding experience in what is an exceptionally short time (7 weeks!) to make any headway on the development of a social venture, this course is broken down into an intensive, three-phased process and relies on a variety of readings, lectures (recorded and live), individual and group exercises, and directed working sessions:

- **Phase #1**: Establishing a foundational understanding of social innovation, and testing and assessing individual strengths as a social entrepreneur

- **Phase #2**: Conceive a social venture concept, develop an initial Social Business Model Canvas, and conduct a “deep dive” to discover real stakeholder needs

- **Phase #3**: Complete additional elements of a comprehensive social venture plan that details and communicates operational, organizational, and financial considerations as well as social impact objectives to optimally position a social venture for launch

Students will not be directly competing with each other. Instead, the goal is for all students to produce exceptional, practical outcomes resulting from both individual and collective contributions. There will be ample opportunity for students to distinguish themselves through thoughtful participation, reflections on assigned readings and experiences, and the completion of various assignments contributing to a complete social venture plan.

Starting almost anything requires substantial effort. Since the need for financially sustainable solutions addressing the world’s (region’s, nation’s,…) most vexing problems is substantial, the primary mantra for this course will be “go big or go home” (and have some fun along the way), both financially and in the degree of potential social impact delivered by proposed ventures.
COURSE OBJECTIVES

“I do not teach anyone. I only provide the environment in which they can learn” (Albert Einstein)

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>How Assessed</th>
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<tbody>
<tr>
<td>Understand, via a step-by-step introduction, the frameworks, concepts, and content needed to develop a social venture business plan, measure and assess social impact, earn investment, and launch a successful venture.</td>
<td>Class participation; Social Business Model Canvas, final submission; blog submissions</td>
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<tr>
<td>Obtain the basic knowledge and terminology needed to ask investors, customers, partners, and other key stakeholders the “right” questions to effectively drive discussions and negotiations.</td>
<td>Class participation; final submission</td>
</tr>
<tr>
<td>Have students more deeply consider their entrepreneurial capabilities and opportunities to launch and/or support a financially sustainable social venture that addresses some of the world’s most pressing problems.</td>
<td>Class participation; blog submissions</td>
</tr>
<tr>
<td>Generate and organize qualitative and quantitative evidence to support hypotheses and proposed actions</td>
<td>Class participation; Social Business Model Canvas, final submission</td>
</tr>
<tr>
<td>Listen to, respect and heed the advice and ideas of others</td>
<td>Class participation</td>
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</tbody>
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COURSE CONTENT

The course is organized into 3 phases with 12 available modules (prioritized based on pre-class “readiness” and customized individual learning objectives):

**Foundational Knowledge (Pre-Class Preparation)**

- **Foundations of Social Venture Development** provides an introduction to social innovation and related ventures “from idea to implementation”, definitions, and issues to be addressed throughout the course.

- **Playing To Your Strengths** introduces Myers-Briggs and other personal profile tests to assess student attributes compared to prototypical social entrepreneurs.

**Concept Ideation and Social Business Model Canvas Development (Weeks #1-#3)**

- **Introduction to the Social Business Model Canvas** introduces various SBMCs for social ventures, definition of “social business model”, and a shared language for describing, visualizing, assessing, and changing them in the context of customer discovery.

- **In Search of a “Globe Shaker”** examines various ways to conceive of ideas for social ventures and allows students to experiment with a specific ideation process to advance the development of their concept.
• Deep Dive Stakeholder Discovery focuses on identifying key customer and stakeholder segments, investigating value propositions, and estimating market size with a particular focus on “getting out of the building”.

Preparing and Presenting the Social Venture Plan (Weeks #3–#7)

• Building a Support Magnet emphasizes the importance of Pitching, Positioning, and Presenting in the skill set of any entrepreneur and, in particular, those intent on incorporating a social impact dimension to their venture.

• Owning a Market and Burying the Competition highlights ways to convince investors that a viable market for an idea exists, that the social venture can deliver customer benefit better than competitors, and that there is an effective awareness building strategy.

• Building an Unbeatable Management Team and Organization That Delivers assesses typical leadership and skill needs of early stage social ventures, how to establish well-functioning, repeatable processes and procedures, values and standards that characterize a social venture’s culture, and “pools” of internal and external resources that advance organizational objectives.

• Assessing Your Venture’s Social Impact examines the wide variety of ways to effectively represent, track, and assess a venture’s social impact, both to early stage investors and supporters, and to do so on an ongoing basis.

• Making the Numbers Work emphasizes why “cash is king” in any venture (“Bootstrapping”), an introduction to income statements, balance sheets, and cash flow projections, what to include in a financial plan to reflect unique aspects of social venture operations, and the varied sources of social venture investment.

• Making the Right Things Happen at the Right Time presents four simple rules to effect planning, ways to communicate realistic plans, approaches to rapidly test various aspects of social ventures, and ways to identify and address potential threats and risks.

• Getting Ready For Almost Anything provides an overview of how to launch, grow, and present a social venture including the selection of an appropriate corporate form (e.g., for-profit, hybrid, or nonprofit), and growth and scaling options.

Pre-Requisites
None.

Required and Available Readings
All required readings are available online. Supplementary and module-specific readings are on Blackboard or will be distributed in class. The required reading selections are limited and intended to be a “best of” in each topic area. All readings must be done in advance of the corresponding class session (see Tentative Course Schedule) and concepts will be integrated into lectures and subsequent discussions. Expect “cold calling”, if required, to get things started and provide more rigor and interaction in our review of course topics.
Relevant lecture materials/notes will be made available on Blackboard prior to the lecture for that week. In general, Blackboard will act as the course repository for submitted and corrected assignments, grade postings, class communications, and other “assets” from our time together.

**COURSE REQUIREMENTS**

There will be a mix of assignments to provide a structured approach to social venture plan development as well as provide some flexibility and an opportunity to stand out individually:

- **Social Venture Concept** and **Initial Social Business Model Canvas** (10%)
- **Individual Weekly Blog Submissions** (20%—5 points for each of 4 submissions)
- **Social Venture Plan** and **Investor Presentation** (45%—35% Plan + 10% Presentation)
- **Class / Course Participation** (25%)

Team size for venture development is limited to 3 or fewer students (pending final determination of class size and approval of professor, as required). All submissions should be put in the appropriate Blackboard “Assignments” section.

The grading policy for this course is based on the premise that expectations regarding student performance at the graduate level are higher. The mean grade in the class will likely be around 3.5 (between A- and B+) although I am more than willing to depart from those guidelines based on extraordinary performance (in either direction) from the class. Grades in the “A-to-A+” range will be reserved for students who perform exceptionally well in all aspects of the course.

Students occasionally request an extension at the end of the semester if they cannot complete their assignments due to unforeseen work commitments, family problems, illness, and so on. An “incomplete” grade will be given only under exceptional circumstances (poor time management is not considered an “exceptional circumstance”!), at my discretion, and should be discussed with me before the end of the semester so that appropriate paperwork can be completed.

Finally, you should note that the assigned readings for the course provide only a broad framework for the topics we will discuss. Therefore, in your assignments, you are encouraged to use other research materials, resources, data, and readings.

**SOCIAL VENTURE CONCEPT AND INITIAL SOCIAL BUSINESS MODEL CANVAS DESCRIPTION**

A detailed description of a social venture concept, completed initial Social Business Model Canvas, and explanation of key SBMC hypotheses allows students to begin identifying and communicating the elements of a promising social venture. The description will be a concise write-up(s) of your concept and will answer at least the following questions:

- What is your social venture idea?
- What social issue(s) does your venture address and what is the social impact potential?
- What is the market potential of your venture and how could it be financially sustained?

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1 More than one social venture concept can be submitted for consideration and early evaluation. Five pages in total (11 point font type, 1½ line spacing, 1 inch margins) are probably more than enough. Exceed these guidelines only if you really need the extra space to say something worthwhile or to graphically illustrate your point; go for quality, not quantity!
Students will complete an initial SBMC based on one of three provided templates of their choosing. Description of the initial SBMC will explain hypotheses established each section of the framework and any early verifying evidence to support those hypotheses.

This submission is due to Blackboard no later than **noon on Friday, March 31st**.

**Criteria for Grading:**
Description(s) is clear, complete, and compelling, and the degree to which the SBMC and accompanying explanation would convince someone to support the venture.

**Individual Weekly Blog Submissions**

One of the most valuable skills for any entrepreneur (and especially social innovators / entrepreneurs) to have is the ability to periodically reflect and make mid-course adjustments. Starting in Week #3, students must post a submission to the course blog site at: [http://cmu-si-incubator.blogspot.com/](http://cmu-si-incubator.blogspot.com/).

Postings are due by the beginning of the 1st class each week and must be related to key insights, discoveries, or learning from the prior week(s). Submissions can, for example, identify an article that builds on course readings, highlight a relevant website or research, or describe insights into the social venture development process useful to both classmates and others in the field.

In the posting, students should provide a brief introduction to the submission that explains its relevancy, explain why it’s interesting or noteworthy, and pose a question that compels readers of the post to comment and/or think more deeply about the submission.

**Criteria for Grading** (5 points maximum)—each bullet below can reduce the grade for submissions by .1-.5 points or more depending on the severity:

- Not connected to course concepts and readings
- Includes no “new” content (e.g., website, video, article, table, graph…), i.e., content not already provided in course-provided readings
- Provides no point-of-view / opinion (e.g., something in your personal experience that relates to the material) or one that is poorly articulated
- Writing is unclear, incomplete, and/or poorly written (e.g., excessive poor grammar or spelling, run on sentences)
- Posed concluding question is not thought provoking (i.e., too general, obviously just “thrown in”)

**Social Venture Plan and Investor Presentation**
The completion of a Social Venture Plan and Investor Presentation will allow participants to develop a rigorous and realistic plan to launch the venture and convince supporters, advisors, and potential investors that they should actively back it. Social Venture Plan development will be guided by completing well-defined “building blocks” (key questions for consideration, analysis,

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2 Maximum of 25 pages total (11 point font type, 1½ line spacing, 1 inch margins) including executive summary and appendices if necessary.
and testing) each week depending on readiness and relevancy. Upon completion, the Social Venture Plan will be clearly and comprehensively organized in ten sections:

- Executive Summary
- Product (and/or Service) Idea
- Management Team
- Market and Competition
- Marketing and Sales
- Business System and Organization
- Implementation Schedule
- Opportunities and Risks
- Social Impact Assessment
- Financial Planning and Financing

The Investor Presentation synthesizes the completed Social Venture Plan to simulate a formal presentation to solicit investment capital. Presenters will have ~15 minutes (plus Q&A) to get someone (e.g., foundation program officer, government official, venture capitalist) to invest enough capital to launch the venture at acceptable terms and recognition of potential for substantial social impact.

Investor Presentations will be delivered during final exam week (week of May 8\textsuperscript{th}). Social Venture Plans are due by noon on Wednesday, May 10\textsuperscript{th}.

**CRITERIA FOR GRADING:**

Plan is clear, complete, and compelling (35%), connected to lectures and readings (10%), reflects rigorous research and analysis (40%), creativity and distinctiveness (15%), and the degree to which the Investor Presentation would convince someone to put capital into the venture while recognizing the potential for substantial social impact.

**CLASS / COURSE PARTICIPATION**

One of the hallmarks of all successful social venture incubators is that they accept entrepreneurs that willingly and proactively share their experiences, insights, and successes with other social venture teams in the portfolio. This allows overall incubator impact to be “greater than the sum of its parts”. Participation does not entail simply answering when spoken to. Informed discussions, particularly during weekly working sessions, are critical to the learning process and will make this class much more interesting and fun for all of us. Each student is expected to volunteer substantive comments freely. Quality (versus quantity) is critical.

Your score will be determined by my assessment of your contributions. The "system" that I'll use is, at the beginning of the course, everyone starts with a score of “100”. Based on your participation in class or other relevant interactions, I’ll update your participation score upwards or downwards by an appropriate amount. Participation does not have to be limited to class sessions only. If, for example, you bring a relevant current newspaper or magazine article to my attention, I’ll count this as participation as well. I will make every attempt to involve every student in this process, but it is possible that I may consistently overlook a potential contributor. Please bring this to my attention if you think it’s necessary. This process may be considered somewhat subjective but, through our collective efforts, we can ensure that it is fair.
Some criteria for effective class participation are:

1. Is the participant a good listener?
2. Is there a willingness to participate?
3. Are the points made relevant to the discussion and linked to comments of others?
4. Do the comments show evidence of rigorous analysis?
5. Is there a willingness to test new ideas, or are all comments "safe"? For example repetition of case facts without analysis and inference is "safe", but a somewhat off-the-mark comment that leads to creative discussion will be considered valuable.
6. Do the comments clarify, highlight, and synthesize important aspects of earlier comments and lead to a clearer statement of the concepts being covered or to new knowledge/insights?
7. Do the comments identify overlooked points and points that turn out to be influential in further discussion?
8. Are comments well thought out or just thrown out?

A BRIEF WORD ON PLAGIARISM AND CHEATING...

Don’t!—no grade is worth sacrificing your personal integrity, particularly at the grad level! You are responsible to know and adhere to all university policies on academic integrity. The Heinz College provides a booklet on plagiarism and cheating, and the university lists all policies on the web at [http://www.cmu.edu/policies/student-and-student-life/academic-integrity.html](http://www.cmu.edu/policies/student-and-student-life/academic-integrity.html). Please acquaint yourself with the contents.

Any plagiarism or cheating will result in failure in the course and your case will be reported to the Associate Dean who may decide to take further action.

CLASSROOM ETIQUETTE

Cell phones should be turned off. If there is a situation where you need to be able to receive a call during class, you should use the “silent” mode on your phone and quietly leave the room when a call comes in.

Laptop computers are permitted to be open during class but note that it’s relatively easy to identify when students are using devices for non-class-related activities. I reserve the right to ask that laptops be closed at any time and to call on any student using a laptop in class.

I greatly appreciate students arriving on time for class and getting back from breaks. Please let me know beforehand if you must leave class early.

Be respectful of others and generally treat your conduct in this class the same way you would in any other professional situation.

Thanks in advance for your efforts to create a class environment that works for everyone!
TENTATIVE COURSE SCHEDULE (OUR ACTUAL MILEAGE MAY VARY)

First, a caveat:
This course in its current form represents a substantial modification to prior iterations (essentially conversion from a full semester to a mini semester class). Impactful “mid-course corrections” could occur to accommodate a wider variety of topics, reflect timing adjustments, or incorporate new approaches or materials based on my experiences developing social ventures “in the real world”. As a result, there are bound to be some “bumps” along this “journey of discovery” that we’re taking together. My commitment is to give you enough advanced notice on modifications to sufficiently prepare. Suggestions and constructive criticism on what and what does not work, and generally how to make this course great is very much appreciated.

Foundational Knowledge

Week 0 (Part I): Foundations of Social Venture Development

Article: Meet the Schwab Foundation Social Entrepreneurs of the Year 2016 (World Economic Forum); http://widgets.weforum.org/social-entrepreneurs-2016/


Video: What is Social Entrepreneurship? (Sens Mreza, September 25, 2012); https://www.youtube.com/watch?v=1ecKK3S8DOE

Video: How Social Entrepreneurs Use Rice Husks to Power India (PBS NewsHour, January 17, 2013); https://www.youtube.com/watch?v=HG_HJh3hljc

Week 0 (Part II): Playing To Your Strengths


Complete: Take the Big 5 Personality Test at: https://www.123test.com/personality-test/

Complete: Take the Myers-Briggs Personality Test (Humanmetrics): http://www.humanmetrics.com/cgi-win/jtypes2.asp

COMPLETE / PREPARE TO DISCUSS TEST RESULTS BY START OF CLASS ON MONDAY, MARCH 20TH

INDIVIDUAL CVs POSTED TO BLACKBOARD BY START OF CLASS ON WEDNESDAY, MARCH 22ND
**Social Business Model Canvas and an Initial “Deep Dive”**

**Week 1: Introduction to the Social Business Model Canvas**


**Week 2 (Part I): In Search of a “Globe Shaker”: Social Venture Ideation**

Article: Identifying Venture Opportunities (Stanford Business School, November 2008); [www.stanford.edu/class/stramgt321/cgi-bin/drupal/docs/Identifying%20Venture%20Opportunities.pdf](http://www.stanford.edu/class/stramgt321/cgi-bin/drupal/docs/Identifying%20Venture%20Opportunities.pdf)


Video: The Ripple Effect in India, by IDEO and Acumen Fund (IDEO, 2009); [https://vimeo.com/7329159](https://vimeo.com/7329159)

**Week 2 (Part II): Deep Dive Stakeholder Discovery**

Article: 4 Steps to Building a Compelling Value Proposition (Forbes, June 2013); [http://www.forbes.com/sites/michaelskok/2013/06/14/4-steps-to-building-a-compelling-value-proposition/#6f816c8a1f2c](http://www.forbes.com/sites/michaelskok/2013/06/14/4-steps-to-building-a-compelling-value-proposition/#6f816c8a1f2c)

Article: 6 Questions to Find Out If You Have a Killer Business Idea (Under30CEO.com, January 2014); [http://under30ceo.com/6-questions-find-killer-business-idea/](http://under30ceo.com/6-questions-find-killer-business-idea/)

Article: The Social Entrepreneur's Playbook: Pressure Test, Plan, Launch and Scale Your Social Enterprise (MacMillan and Thompson, Stanford Social Innovation Review, Jan ’14); [http://www.ssireview.org/articles/entry/the_social_entrepreneurs_playbook_pressure_test_plan_launch_and_scale_your](http://www.ssireview.org/articles/entry/the_social_entrepreneurs_playbook_pressure_test_plan_launch_and_scale_your)

Check Out: Value Proposition Design (Strategyzer); [https://strategyzer.com/value-proposition-design](https://strategyzer.com/value-proposition-design)

**SOCIAL VENTURE CONCEPT(S) SELECTED, WRITE-UP AND FIRST DRAFT SOCIAL BUSINESS MODEL CANVAS DUE—FRIDAY, MARCH 31ST NOON**
Week 3: Building a “Support Magnet”: Pitching, Positioning, and Presenting

Article: How to Make Your Case in 30 Seconds or Less (Wreden, Harvard Management Communication Letter, 2002); http://isites.harvard.edu/fs/docs/icb.topic1048390.files/References/HBS_%20Make%20your%20Case%20in%2030%20seconds.pdf


Article: Top Tips for Social Entrepreneurs: Pitch Perfect (Young Foundation, April 2013); http://youngfoundation.org/social-innovation-investment/top-ten-tips-for-social-entrepreneurs-pitchperfect/

Article: Master the 6 U’s to Perfectly Pitch an Idea (Life Hacker, July 2014); http://lifehacker.com/master-the-six-us-to-perfectly_pitch-an-idea-1606415671?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+lifehacker%2Ffull+%28Lifehacker%29

What’s Good About the First 30-90 Seconds of These Pitches?:

• ZocDoc Launches at TechCrunch40 (2007); https://www.youtube.com/watch?v=T_Ejdqgye_w
• Michael Pritchard: How to make filthy water drinkable (TED Global, 2009); http://www.ted.com/talks/michael_pritchard_invents_a_water_filter#t-7762
• Alex White of Next Big Sound (Tech Stars, 2012); https://www.youtube.com/watch?v=v07C9Q8BRVM

Blog Submission #1 due prior to start of first class session this week

Preparing and Presenting the Social Venture Plan

Week 4: Owning a Market and Burying the Competition


Article: Here’s How to Show VCs What Your Competition Looks Like (Blank, Venture Beat, November 2013); http://venturebeat.com/2013/11/11/heres-how-to-show-vcs-what-your-competition-looks-like/

Blog Submission #2 due prior to start of first lecture this week
**Week 5 (Part I): Building an Unbeatable Management Team & Organization That Delivers**

**Article:** Building Your Company’s Vision (Collins and Porras, Harvard Business Review, September-October 1996); [http://www.academia.edu/9661558/BUILDING_YOUR_COMPANYS_VISION](http://www.academia.edu/9661558/BUILDING_YOUR_COMPANYS_VISION)

**Book Excerpt:** “The Team” (Southon and West, *Beermat Entrepreneur*, 2002, pgs. 26-36)


**Check Out:** Sample Discussion Questions for Social Venture Cofounders (Stanford Social Entrepreneurship Hub): [http://sehub.stanford.edu/pro-5](http://sehub.stanford.edu/pro-5)

**Check Out:** Top 12 Operational Items When Starting a New Social Venture (Stanford Social Entrepreneurship Hub): [http://sehub.stanford.edu/pro-6](http://sehub.stanford.edu/pro-6)

**Week 5 (Part II): Assessing Your Venture’s Social Impact**


**Check Out:** Measure What Matters (Stanford Social Entrepreneurship Hub): [http://sehub.stanford.edu/pro-7](http://sehub.stanford.edu/pro-7)

**BLOG SUBMISSION #3 DUE PRIOR TO START OF FIRST LECTURE THIS WEEK**

**Week 6: Making the Numbers Work: Financial Planning and Investment**


**Essay:** How to Fund a Startup (Paul Graham, Y Combinator); [http://www.paulgraham.com/startupfunding.html](http://www.paulgraham.com/startupfunding.html)

**Essay:** A Fundraising Survival Guide (Paul Graham, Y Combinator); [http://www.paulgraham.com/fundraising.html](http://www.paulgraham.com/fundraising.html)

**Check Out:** Get Funded (Stanford Social Entrepreneurship Hub); [http://sehub.stanford.edu/pro-3](http://sehub.stanford.edu/pro-3)

**BLOG SUBMISSION #4 DUE PRIOR TO START OF FIRST LECTURE THIS WEEK**
Week 7 (Part I): *Making the Right Things Happen at the Right Time*

- **Article:** Disciplined Entrepreneurship (Sull, MIT Sloan Management Review, Fall 2004); [http://sloanreview.mit.edu/article/disciplined-entrepreneurship/](http://sloanreview.mit.edu/article/disciplined-entrepreneurship/)

Week 7 (Part II): *Getting Ready For Almost Anything*

- **Article:** How to Deliver a Powerful 10 Minutes Investor Pitch (Live Plan, July 2012); [https://www.liveplan.com/blog/2012/07/how-to-deliver-a-powerful-10-minute-investor-pitch/](https://www.liveplan.com/blog/2012/07/how-to-deliver-a-powerful-10-minute-investor-pitch/)

**FINAL PRESENTATIONS—MAY 8TH AND MAY 10TH**

**SOCIAL VENTURE PLANS DUE—WEDNESDAY, MAY 10TH BY NOON**