PA 5743 - Social Innovation Design Lab
1.5 credits
Spring 2020 (January 13-17, 2020)

Meeting time
Monday-Friday 9:00am – 5:30pm
Room R380
Learning & Environmental Sciences, St. Paul Campus
January 13-17, 2020

Instructors
Fred Rose
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IDEO.org

Requirements
Instructor’s permission (contact Fred Rose and briefly describe the problem you want to work on). Course open to graduate and professional students. Open to juniors and seniors undergraduates with a GPA of 3.0 or higher. Students must have a project or venture idea they will work on for the course. This idea does not have to be fully developed but some idea is necessary to work on during the class. For expected preparation, see below.

Course description
This course provides an intensive, hands-on experience regarding entrepreneurship – especially impact entrepreneurship – to develop sustainable solutions to environmental and social problems. The target audience is students and student teams who have identified and/or worked on a specific problem and wish to further develop their ideas. This course is offered during the January term as a one-week, full-time (9:00am – 5:30pm) course.

Students must have a clearly defined problem statement identifying the challenge they aim to address, a target location or community, and a proposed solution that they wish to develop. We
welcome and encourage student teams working on a project to enroll in this class together. Student solutions should address a problem that is about the broadly defined “environment”; examples of applicable areas include clean water, sanitation, energy, air pollution, public health (e.g., malaria), food and agriculture (includes food security and safety), ecosystem services, and aspects of the built environment (e.g., housing). Ideas around other social challenges are also acceptable.

Course objectives include:
- Introduce social entrepreneurship frameworks to students who seek solutions to specific environmental or social challenges.
- Provide frameworks and real-world examples of how to define, test, and refine a potential solution.
- Provide feedback and interactive sessions that allow students to develop and improve their proposed solution.
- Empower students and provide frameworks (design thinking, lean startup, business model generation, presentation and funding) that will allow them to carry forward their ideas after the class ends, including preparation for the Acara Challenge and other funding opportunities available for students.
- Students will develop solutions to a real-world problem --- solutions that are creative, sustainable, and have real impact.
- Program structure will reflect that important problems require teamwork, leadership, and interdisciplinary collaboration.
- Introduce students to a range of practicing entrepreneurs.

Teams must develop a product, service or policy, along with a corresponding sustainable business model for delivery of the product or service. A sustainable business model means that the company or organization delivering the product or service can do so by generating revenue. The business model could vary (for-profit organization, non-profit organization, co-op, social venture), but the same sustainability criterion applies: the approach needs to be financially self-sustaining. The client (customer) is always important, because they will need to purchase the service for it to be a sustainable enterprise. At the end of the class, students present their ideas to a panel of experienced business development professionals and potential funders.

**Educational Objectives**

The course will help to develop the following skills:
- An understanding of core aspects of entrepreneurship, and how the principles of entrepreneurship can be applied to solving an environmental or social problem.
- An ability to identify and refine business model components of a proposed solution to an environmental problem.
- An understanding of theory of change and how to apply it.
- An understanding of key leadership traits.
- An ability to communicate effectively.
Course activities will require students to demonstrate skills such as:

- Develop a real-world business/design solution to an environmental or social problem
- Synthesize knowledge from other courses
- Make effective oral presentations

At the end of the course, each student should have:

- A deeper understanding of social entrepreneurship and how to apply it.
- A clear and executable plan for going forward, matched to resources available.
- A solid and compelling presentation.
- An introduction to tools and techniques for program management, design thinking, communication and business models.
- Connections to
  - Mentors
  - Funders
  - Other entrepreneurs

**Texts:**


Note: students should read the book before the first day of class.

**Course audience and preparation**

The course is open to students from any major or college. Prior courses in business or design are helpful but definitely not required. The course is aimed at students that are interested in creating a solution for an environmental or social problem. Students are expected to have an idea or plan before beginning the course. This idea will need to be discussed with the instructor, prior to getting permission to enroll. It may be just an idea, or something the student has already worked on in some fashion. But students just can’t sign up for the course and hope to develop an idea in the course. The course is set up to work on your idea from the beginning.

This is an application-oriented course. There is a broad spectrum of topics covered, and a mix of lectures and workshop activities.

Students are expected to know the necessary background for their project of interest. For example, if the project is dealing with public health issues, the student should have the appropriate academic and/or work background necessary to address the problem credibly. This will be part of the enrollment discussion and approval with the instructor.

The course load for the week of class is intense. Students should expect to be fully engaged for the entire week.
Course topics
This list of topics is subject to change.

Before day 1: pre-assignments
Before the first day of class, students must carry out the following tasks:
- Read Value Proposition Design book prior to class.
- Set up a Business Model Canvas and Value Proposition for your project, using the frameworks in the Osterwalder and Pigneur book. Fill out all parts. Come prepared to discuss your plan, potential strengths and weaknesses, and what you would need to do to address weaknesses.
- If working in a team, first conduct the tasks above individually, then synthesize ideas into one Canvas for the team.

Day 1: Who Cares? Who is the customer?
- Design research: How to evaluate and assess customer needs in light of social entrepreneurship.
- Define a design research protocol
- How to prototype and test the idea.
- Introduction to story telling.
- Guest entrepreneurs

Day 2: Value propositions and Theory of Change
- Introductions, Introduction to Business Model Canvas and Value Proposition Canvas.
- Ideas that work, how to frame the idea/issue.
- Theory of change and social value proposition.
- Guest entrepreneurs

Day 3: Tell me a story.
- Effective presentations
- Venture plan
- Elevator Pitch: development and practice
- Guest entrepreneurs

Day 4: Show me the money
- Developing a plan for funding
- What types of funding, how do they work?
- Guest entrepreneurs

Day 5: Presenting and Final Reviews
- Day 5 may end early and instructors will set up a time later to do an individual final review with students. This will allow some time to work on the solution based on what was learned in the class.
- Creating a business or organization
- Final review and presentation of project plans
Grades

Course grades will be based on the following (see below for details)
Assignments: 10%
Class participation: 40%
Elevator Pitch 10%
Next Steps Plan 10%
Final reflection 10%
Final presentation: 20%
Total 100%

Course website

Background material for the course, and other information about the Acara program and courses, is at: http://acara.umn.edu/

Expectations

Students should:
1. Complete assignments fully, professionally, and on time.
2. Prepare and deliver all required presentations.
3. Read assigned material prior to class.
4. Attend and participate in all lectures.

Assignments

Given the course is a one-week, intensive course, most of the work is done during the actual course. There may be overnight assignments, mostly to follow up on specific topics or questions raised about the student’s project during the course itself.

This process of the course is to further define the student-defined project as the week proceeds. By the end of the week, the students will have a 5-7 minute presentation, a two-minute elevator pitch and a two page written summary of their venture plan. There is a next steps plan due a week or so after the in person course is over.

40 pts. Participation

This class is about a focused time to work on your plan. This participation score includes attendance, being actively and visibly engaged in class activities, working on your plan during work sessions, taking suggestions and improving, etc.
10 pts - Assignments.
- 3 Pts for each Assignment. No Late assignments accepted
  o 3 - Excellent, well done and complete.
  o 2 - Moderate amount done. Generally complete but missing detail.
  o 1 - Poorly done, minimal effort.
  o 0 - Late, not done.

10 pts - Elevator Pitch (2 minutes).
Graded on content, from delivery in class Tuesday and on VoiceThread, due Weds by class. Docked for being late.
- Problem Defined
- Customer and/or beneficiary stated
- What is your solution and why is it valued?
- What is your theory of change and impact?
- Why you/your team

20 pts. Presentation (5-7 minutes)
Presentation, delivered Friday afternoon, must respond to the following:
- Problem Context/Why this is a problem
- Your problem statement
- Customer and/or beneficiary
- What is your solution (value proposition) and evidence of why it will work (your insight). Include a Value Proposition Canvas.
- How does is your solution sustainable financially (what is the business model).
- Include a Business Model Canvas or Mission Model Canvas.
- What is your theory of change and impact?
- What is your plan for validation/pilot.
- Why you?

10 pts - Reflection Document (1 page)
- Due Following Tuesday 8 am (before your brain gets back into your other classes). Docked for being late.
- What did you hope to achieve in the class?
- How did those hopes change as a result of the course?
- What are some skills you learned in the course?
- What are some things you learned about yourself?
- How do you think these learnings will be useful to you in the future?

10 pts - Next Steps Plan (1-3 pages)
- Due Monday, Jan 27, 8 am. Docked for being late.
If you don’t plan to do anything further with your plan, please describe why you have reached that conclusion. You came into the class with a desire to do something about a particular problem, so what is your thought about that now? If you are not moving forward with a solution at this time, what will you do to respond to the problem that you want to address?

If you plan to continue with your plan, describe some activities and objectives for the next 3-6 months.
- Enter Acara Challenge and/or other competitions?
- Other classes, internships or related work?
- Define plan for further customer research.
- Describe a plan for developing a Minimum Viable Products and/or pilot.
- Describe personnel plan (who, how funded, how much time).
- Include a budget/financial plan.

Exams

This is a project driven course. There are no traditional exams. However students will be required to make a final presentation in front of an external panel of reviewers.

Grading:

Students are responsible for ensuring that their assignments are received.

University of Minnesota’s Uniform Grading Policy is as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>B</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>Achievement that meets the course requirements in every respect.</td>
</tr>
<tr>
<td>D</td>
<td>Achievement that is worthy of credit, even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>Represents failure and signifies that the work was either: 1) completed but at a level not worthy of credit, or 2) not completed and there was no agreement between the student and instructors that the student would be awarded an Incomplete.</td>
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Persons with disabilities that require accommodations will be assisted on an individual basis. Contact Disability Services (626-1333) and the instructor in advance to make arrangements.

Cheating is not allowed. Anyone found cheating will immediately receive a grade of zero on that assignment. If such behavior occurs more than once, the student will receive a grade of F in the class. Plagiarism is cheating. UMN policies on dishonesty are available from the Office for Student Academic Integrity: www.osai.umn.edu. Harassment and disruptive and disturbing
behavior will not be tolerated; students will be asked to leave immediately if such behavior occurs. Such behavior is defined in the Student Conduct Code.

Helpful study strategies may be found at www.studygs.net/index.htm and hegis.umn.edu/res.htm.