Course information:

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1. Course name: Green Entrepreneurship

2. Department: Management and Marketing

3. Number: 120

4. Cluster requirement: The Nature of the Global Society

Faculty information:

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5. Name: Paul Bacdayan and Adam Sulkowski

6. Email: [pbacdayan@umassd.edu](mailto:pbacdayan@umassd.edu)

7. Phone: 8435

Required components:

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8. Master syllabus: [http:///webroots/www.umassd.edu/genedchecklist/holding/green\_eship\_syllabus\_ustudies\_final3\_110713.doc](http://webroots/www.umassd.edu/genedchecklist/holding/green_eship_syllabus_ustudies_final3_110713.doc)

9. Course overview statement:

Global society – and the emerging economies in particular – face negative trends in terms of ecological collapse, political instability, rising food prices, and human suffering. While business is often seen as part of the problem, business can also be part of the solution. This class provides positive international case studies of how business can thrive responsibly in relation to society and the environment. A generous dose of entrepreneurship basics are included in order to boost understanding of why these cases work.

1. U. S. learning objective: Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.

Relevant content and pedagogy: Case discussions in the class will challenge students to explain major tradeoffs and tensions in corporate social responsibility, as well as propose solutions. Many of these (e.g., the tension between maximizing profits and providing benefits to employees) are found in the United States as well as outside, but the cases focus on non-US settings. Weekly “so what” summaries and tests of terminology (see syllabus, totaling 30% of the grad) will also challenge students individually.

2. U.S. learning objective: Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.

Relevant content and pedagogy: Case studies will force students to summarize and paraphrase both the case and associated readings, and synthesize the contents. Compare-and-contrast discussion across cases (which becomes more possible as the semester progresses) will also require students to articulate relationships among the examples studied. The “so what” summaries and exams will also require summary and synthesis. Finally, the “action plan project” will require library and market research, and will provide an opportunity for students to practice locating relevant information.

3. U.S. learning objective: Evaluate arguments made in support of different perspectives on global society.

Relevant content and pedagogy: Case discussion tends to require the evaluation of arguments – whether presented in the case, by classmates, or as “straw men” by the instructor. An online discussion component will require all students to participate, unlike in class where a quiet student can sometimes hide. Also, the “so what” exercises will require students to articulate a reaction to various arguments and ideologies.

10. Signed faculty and chair sponsor sheet: sent separately.

11. Official course catalog description for the course:

An introduction to how start-up businesses can thrive by solving current global ecological, economic, and societal crises. The course combines real case studies, readings, and experiential learning. A team project to develop an action plan allows students to test their entrepreneurship skills to solve a chosen problem."

12. Course approval form: [http:///webroots/www.umassd.edu/genedchecklist/holding/green\_eship\_syllabus\_ustudies\_final3\_110713.doc](http://webroots/www.umassd.edu/genedchecklist/holding/green_eship_syllabus_ustudies_final3_110713.doc)

Final3 at November 7, 2013

**Master Syllabus**

**Course: MGT 120, Green Entrepreneurship**

**Cluster Requirement: 4C (Social World: Global Society)**

**Contact person: Adam J. Sulkowski asulkowski@umassd.edu**

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching a

course approved in the University Studies program. Individual instructors have full academic freedom in teaching their courses, but as a condition of course approval, agree to focus on the outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

**COURSE OVERVIEW**

**Based on discussions of real case studies and readings from a conventional text on entrepreneurship, this course reviews current global ecological, economic, and societal crises and then examines how start-up businesses can thrive by solving them. The course includes experiential learning: team action plan projects where students can test their own entrepreneurship skills. What are the biggest entrepreneurial opportunities in the world right now and for the rest of your lifetime, and how can you successfully start-up a company that makes the most of them?**

**LEARNING OUTCOMES**

*University Studies Learning Outcomes*

After completing this course, students will be able to:

1. Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally.

2. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.

3. Evaluate arguments made in support of different perspectives on global society.

*Course-Specific Learning Outcomes*

The Charlton College of Business aims to develop student abilities in the following four areas:

1. Learning and innovation skills

2. Information and technology literacy skills

3. Career and life skills

4. Ethics, sustainability, diversity and global awareness

Within this specific course, students will:

1. Understand and describe key facts and trends and statistics about the living conditions of most of humanity (e.g. about 2 billion people live on less than $2 per day) and understand and explain how the supply and waste chains related to our lives are connected with people in other parts of the world – and how tremendous entrepreneurial opportunities are connected with these realities.

2. Understand key facts and trends related to ecology and foundational ideas of entrepreneurship, pragmatism, enlightened self-interest, and sustainability: “how to thrive in a way that does not damage our ability to thrive in the future” – based on discussions of real-life examples.

3. Act using basic ideals of entrepreneurship, teamwork, and leadership, and grasp how we can contribute to problems, or, in some cases, make money by solving problems and reducing harms.

4. Apply or test sustainable business concepts in reality (experiential learning), either on campus or in the workplace, community, or at home and think critically about the results, develop and present a pragmatic recommended course of action based on the outcome, and reflect on what they learned.

5. Learn successful entrepreneurship essentials.

6. Gain foundational knowledge, and explore the strengths and weaknesses of an entrepreneurial plan. Topics include defining and refining the idea, developing the opportunity, and planning and running the business venture.

7. Learn the importance of the business plan as preparation for launching a venture, managing the business and obtaining investor dollars.

8. At the end of this course, students will be able to explain the defining problems of this century, how their lives are connected with those of others in the world, their options, and business and sustainability principles. Finally, they will have practiced solving problems by implementing or testing entrepreneurial plans in real contexts.

**Examples of Texts and/or Assigned Readings**

***2 required books plus case materials – all dealing with global issues and business.***

***Confessions of a Radical Industrialist – Ray Anderson***

***By an entrepreneur who founded what became the largest carpet tile manufacturer in the world: how his polluting company became more profitable and grew by adopting a mission of reducing its net negative environmental impacts – and those of its products – to zero).***

***International Entrepreneurship: Starting, Developing, and Managing a Global Venture (Second Edition). By Robert D. Hisrich. 2013. Sage Publications, Inc.***

***Plus case materials by the instructor***

***Optional reading:***

Any of 3 books by Lester R. Brown of Worldwatch Institute:

***Plan B 4.0: Mobilizing to Save Civilization***

***World on the Edge: How to Prevent Environmental and Economic Collapse***

***Full Planet, Empty Plates: The New Geopolitics of Food Scarcity***

If Ray Anderson’s book best answers the question of: “how to prosper and have fun as an entrepreneur while saving the world,” Lester Brown’s books explain the “big picture,” and why all of institutions and individuals would have to assume an unprecedented level of urgency and mobilization to mitigate negative trends in terms of ecological collapse, political instability, rising food prices, and human suffering – these trends were predicted over 40 years ago by the Club of Rome (and Brown reviews how, if anything, the scale of problems is greater than we anticipated), but he also provides specific and realistic proposals for what could be done to mitigate the ongoing environmental, societal, and ultimately economic catastrophes we are witnessing in this century.

**Example Assignments, Assessments, and Topics List linked to the University Studies objectives appear below and on the following pages.**

**EXAMPLE LEARNING ACTIVITIES, ASSIGNMENTS AND RUBRICS**

**Weighting of assignments**

**Introductions 10% (of ourselves, and to research of instructor)**

**Weekly “so what” summaries 15% Weekly**

**Test of key terminology 15% Negotiable**

**Live Participation 15% All semester**

**Online Participation 15% All semester**

**Sustainability Action Plan 20% All semester**

**Final reflective essay 10% Final week**

**EXAMPLES OF ASSIGNMENTS AND GRADING RUBRICS**

**Assignment #1: Weekly “so what” summaries (of readings)**

Addresses University Studies 4C goals #1, #2 and #3.

The reading and journaling addresses Goal 1 (Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally) and the “summarizing and paraphrasing” part of Goal 2 (Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources). The mandatory online discussion addresses Goal 3 (Evaluate arguments made in support of different perspectives on global society).

On a weekly basis, students will read 1-2 chapters and comment on dedicated discussion

forums about “5 take-aways” (lessons/facts/critiques/questions/doubts/emotions/observations)

they remember from each chapter and from case studies presented by the instructor. Students are encouraged to read at least 3 other students’ posts and reply to at least 2.

**Assessment for Assignment 1:**

**The instructor will grade using the rubric below.**

**Rubric for Objective #1 F D C B A**

**Content**

The student demonstrated a grasp of the content (students

are welcomed to question or doubt or react negatively,

but their reaction must at least show an understanding of

the facts and arguments and merits of what was

communicated).

Multiple specific facts and arguments (ideally with page

numbers) are cited and described in the student’s own words.

**Originality & eloquence & logic**

The student demonstrates original thoughts and

creativity, logic, and coherently communicates an answer

to the question: “So what? What did I get out of this reading?

**Citation to online research**

Students can boost their grade by searching online and

citing to reputable sources for corroboration or

alternative viewpoints.

**Mechanics, Grammar, and Punctuation**

There are no mechanical, punctuation or grammatical

errors on the poster.

**OVERALL ASSESSMENT**

**Assignment #2: Sustainability Action Plan**

**Addresses University Studies 4C goals #1, #2 and #3.**

The identification of a problem and solution to evaluate addresses Goal 1 (Explain basic problems faced by societies and cultures outside the US or issues that shape societies globally). The group research into the feasibility of the idea (developing an action plan) addresses Goal 2 (Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources). The final reflection essay, presentation and the accompanying discussion address Goal 3 (Evaluate arguments made in support of different perspectives on global society).

This action plan project involves both experiential learning and a reflective statement at the end of the semester.

1. By the end of the first 3 weeks, students will begin forming teams and deciding on sustainability concepts that they would be excited to test or implement in reality.

2. For most of the rest of the next 9 weeks, students will develop an action plan and methods of testing whether the idea is feasible and the costs and benefits that would result. Emphatically, the goal is not to prove something will work, but rather objectively test “will what we *think* is a great idea really work?” Assistance and guidance will be provided by the instructor and others.

3. A final reflection essay and presentation of 3-5 slides summarizing their idea/hypothesis, methods, results, and recommendations has to be completed in the last 2 weeks of the course.

**Assessment for Assignment #2:**

**The instructor will grade using the rubric below.**

**Rubric for Objective #2 F D C B A**

**Proposal**

Proposal is related to course content and plausibly

could generate some kind of benefit for someone.

**Effort**

Based on tracked hours, output, and perceptions of

all colleagues, student expended minimum expected

effort.

**Teamwork / Leadership**

Student was evaluated by all colleagues as having a

constructive attitude and cooperative approach to the

agreed-upon tasks. Not everyone is expected to be a

leader (much less in the same way), but in various

moments in their own style, was the student willing

to venture suggestions or constructive critiques?

**Execution of methodology**

Was the agreed upon methodology executed? For

example, if a ton of trash was agreed upon as the

minimum sample size to gauge levels of recycling,

can the team show proof that it completed this goal?

**Critical thinking & presentation of conclusions**

The same data can sometimes be interpreted to mean

very different things by different people. This

question asks whether the team reasonably

interpreted the data and recommended a course of

action that withstood scrutiny by colleagues.

**OVERALL ASSESSMENT**

**TOPICS LIST**

(1) Introduce theme: practice finding benefits (new products and services, efficiency, morale, customer enthusiasm, branding, investor relations, community good will, etc.) by reducing harms and creating positive side effects by discussing real cases, and by calculating potential benefits if we adopted an idea from the course.

(2) Introductions: who we are and why we are here, review agenda, define sustainability and corporate social responsibility (CSR), externalities and why they matter, provide background on Club of Rome, ecological trends and their connection to business and current events, and global economic, ecological, and societal data.

(3) Where to start?

Concepts: stakeholder engagement, sustainability measures & communication

(4) Goals, strategic planning & sustainability

Concepts: how SWOT analysis can lead to suboptimal decisions, backcasting

(5) Conceptual tools: Biomimicry, cradle-to-cradle, leasing-rather-than-selling (and relevance of lending to accounting/finance), business benefits of striving for zero ecological footprint.

(6) Profits in the biggest problems

Concepts: sweet spot, waste-as-input, waste-as-energy

(7) The poorest as your new market; Fortune at the base of the pyramid

(8) Net zero carbon, waste, and water footprints

Concepts: industrial symbiosis, waste-as-input-and-energy, water harvesting

(9) CSR in distribution chain; A alternative distribution methods for goods and services

(10) CSR at the very beginning of the supply chain; Connectivity correcting markets

(11) Do our business partners matter?

Concepts: perceptions & realities of complicity for actions of our partners

(12) CSR and cooperation vs. competition

Concepts: cooperation with competitors on CSR/sustainability issues, barriers to entry, sustainable competitive advantage

(13) Product/service responsibility?

Concepts: when would we pay for externalities, and why; offshoring and its relationship to all other aspects of the organization; bases for competition; critical thinking and data use; re-localization.

(14) Charity, brand-equity, choice of market segment

Concepts: brand erosion vs. brand building in the context of CSR

(15) Employees and CSR

Concepts: employee engagement and buy-in, mentoring, not all CSR ideas work

(16) Sustainability and CSR as an SME

Concepts: what a small-to-medium size enterprise can do with no resources

(17) Convincing our colleagues

Concepts: overcoming cultural factors and costs; calculating future benefits

(18) Why would anyone believe we are trying to be good?

Concepts: certification, independent auditing

(19) Implementing sustainability reporting and other ideas on campuses and with cities/communities. Concepts: “intrapreneurship,” overcoming unforeseen obstacles, publicizing success

(20) Locating and building logically

Concepts: green building, brownfielding, and simple (sometimes traditional) solutions