



Spring 2020
Dr. Calvin Chung

BUADXXX – Business with Social Impact

Professor Name: Dr. Calvin Chung

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Phone: 540-887-7070

Office Location: Carpenter Academic 312

Office Hours: By appointment

Classes: M 4:30-5:45

Classroom: ACA 210

Course Description:

Mission and Purpose Driven businesses have changed a marketplace to become change agents for social, environmental and economic problems in our society. Those businesses have brought a variety of social impacts. This course will give students an understanding of how business can be utilized for social benefits/impacts. The class examines different business means to address social issues in the community and society. The course uses a combination of readings, lectures, case studies, individual/group projects and experiential learning to give students a variety of opportunities to test their academic learnings in the real world. The class will provide a variety of theoretical and case study readings and assignments to focus on the challenges, paradoxes and successes of many business-based social change initiatives.

Course Outcomes:

Upon successful completion of this course, the student will be able to:

1. Develop impact framework
2. Understand several categories to become socially responsible organizations
3. Discover innovative ways to the social change
4. Understand concepts of nonprofit, CSR, social entrepreneurship, L3C, for benefit corporation and Certified B-Corp.
5. Reflect on how different types of business-based initiative can be utilized to address social issues
6. Identify five B impact assessment criteria
7. Understand benefits and challenges of business-based social initiative and B-Corp

Required Text:

Honeyman, R. (2014). The B Corp handbook: how to use business as a force for good. Berrett-Koehler Publishers.

Supplemental readings will be provided through blackboard. Students are expected complete all the readings before the assigned classes.

Evaluation:

| | |
|--|-------------|
| Class Attendance and Participation | 110 |
| Business-based social initiative benefits and challenges | 200 |
| Case Study Presentations (130 each x 3) | 390 |
| Individual/Group Projects/Presentation | 300 |
| Total Points | 1000 |

Final Grades:

| | | | | | | | |
|-----|-----|---|------|-----|-----|---|-----|
| A: | 930 | - | 1000 | C+: | 770 | - | 799 |
| A-: | 900 | - | 929 | C: | 730 | - | 769 |
| B+: | 870 | - | 899 | C-: | 700 | - | 729 |
| B: | 830 | - | 869 | D+: | 670 | - | 699 |
| B-: | 800 | - | 829 | D: | 600 | - | 669 |
| | | | | F: | 0 | - | 599 |

Methods of Evaluation:

Class Attendance/Participation

My expectation is that students should attend class regularly. Attendance sheet will be going around that students should sign their name for attendance. For the participation, students should actively participate in class discussion. This active participation becomes possible if assigned readings are all completed before the class begins. Class related questions are always welcome that this can also enhance our class discussion.

Business-based social initiative Benefits and Challenges (w/ interview)

You need to conduct interviews one organization that does bring social value to the society through their businesses. The purpose of the interview is to explore current issues that organizations may face in today's environment, and how these issues may impact organizations. From your selection of the initiatives (Nonprofit, Social Enterprise, CSR, L3C, For-Benefit corporation, Certified B-Corp), you should identify and analyze *at least* five (5) key benefits and challenges that your selected organization may have today, or in the future.

Three Case Study Presentations

You are to conduct a case study and analysis of a 1) social enterprise, 2) company with good CSR initiative and 3) Certified B-Corp in your community (City, State, or Country). In effect, this project allows you to better understand about the concepts of social entrepreneurship, CSR and B-Corps in our community. You will be allowed to work on this case study on your own, or in teams of two students. If you work in a team, I will expect a longer and more comprehensive case study, analysis, and recommendations from you.

Individual Group Projects/Presentation

The goal of this Individual or team (2 people) project is to develop a comprehensive plan for starting a for-benefit organization. More detail instructions will be provided.

Classroom Etiquette:

This is higher education institutions that high level of courtesy is expected in and out of class. It is highly expected that you respect your classmates and the instructor with common classroom etiquettes. First of all, all cell-phones should be silenced or turned off. Using cell-phone during the class not only distract instructors but also your classmates. Second, please be punctual to class to arrive and leave class on time. Thirdly, lab top should be only used for the purpose of note-taking. Internet surfing is highly discouraged. Lastly, I will have assigned seating arrangement where you will seat permanently until the end of semester. This is beneficial for me to remember who you are and notice who I am missing for the class on that day.

Honor Code:

Mary Baldwin students pledge to uphold the Honor Code. They pledge to refrain from cheating on assignments, papers and tests, to refrain from plagiarism, and always to be honest in their dealings with faculty, staff and other students. To maintain the integrity of the system, students, faculty and staff who witness Honor Code infractions are expected to report them.

Should I become aware of an Honor Code offense in this classroom, I will encourage the student(s) to self-report by e-mailing the Honor Council chairwoman or by filing an incident report at <https://cm.maxient.com/reportingform.php?MaryBaldwin>. If the student(s) does not self-report within 24 hours, I will submit the report myself.

If the Honor Code offense is related to a course assignment, the assignment will not receive an official grade until the Honor Council investigation (and, if necessary, hearing) is complete. I will not assess a grade penalty for an Honor Code infraction unless a student is found responsible by (or admits responsibility to) the Honor Council.

Course Policies:

Plagiarism:

The work that you present in this (or any other) class must be your own. Presenting the ideas – the words, expressions or concepts - of others without citing the source of those ideas is plagiarism. A student who fails to credit the source of an idea is violating the intellectual property rights of the original author. This applies to all work submitted - including but not limited to papers, case discussions, and case analyses. The minimum penalty for plagiarism is a grade of zero for the assignment; the maximum penalty is expulsion from Mary Baldwin University.

Responding to Disruptive Student Behavior:

Mary Baldwin University is dedicated to the free pursuit of knowledge, and courses are designed and governed by the faculty in various ways to promote learning. The classroom ethos that instructors seek is both open to dissenting opinions and respectful of all members of the campus community. To that end, every instructor has the right and responsibility to maintain classroom order, and students, in adherence to the Mary Baldwin University Code of Conduct, are required to follow course policies and instructions regarding class behavior. Instructors may elect to hold students who engage in disruptive behavior accountable, in accordance with the published university policies and procedures. <http://www.marybaldwin.edu/fac-staff/administrative-forms-documents/>

Students with Disabilities

Mary Baldwin University is sensitive to the needs of students with disabilities who are academically qualified and is committed to providing appropriate support. The college does not waive requirements for degrees or alter admissions requirements for any student, but we make every effort to accommodate students with identified and documented disabilities.

Accommodations are available to students with disabilities that are available at <http://www.marybaldwin.edu/learning-skills/swd/> and http://www.marybaldwin.edu/docs/acad_docs/lsc_disabilityfactsheet.pdf

Paper Format:

For courses in the graduate business program, citation format is expected to follow that of the American Psychological Association (APA) 6th edition; the section on general academic writing should be followed. A description of the format may be found at the Owl at Purdue at: <https://owl.english.purdue.edu/owl/resource/560/01/>

A sample research paper in APA format is also available on the Owl at Purdue website at: https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Late Assignments:

Classes require regular and timely participation. Late assignments will be penalized by 10% for every 24 hours past the due date. Assignments more than seven days late will not be accepted. Due dates/times are set at Eastern Time. Any variance from this policy must be acknowledged by the Professor by email to the student.

Tentative Schedule

| Topic | Date | Chapter | Assignments Due |
|--|-------------|--|--|
| Why Do Social Issues Exist? (Sustainable Development Goals) Impact Framework | Week 1 | Readings provided | |
| Overview and history different sectors addressing social issues | Week 2 | Readings provided | |
| Nonprofit Sector and Organizations | Week 3 | Readings provided | |
| Social Entrepreneurship | Week 4 | Readings provided | Case Presentation 1 (Social Enterprise) |
| Corporate Community Involvement (CSR) | Week 5 | Readings provided | |
| Sustainable Business (Triple Bottom Line) | Week 6 | Readings provided | |
| L3C (Low-Profit Limited Liability Companies) | Week 7 | Readings provided | |
| ISO 26000 and For-Benefit Corporation Concepts | Week 8 | Readings provided | Case Presentation 2 (Corporate Social Responsibility Initiative) |
| Certified B-Corp | Week 9 | Readings provided B-Corp Handbook | |
| B-Impact Assessment (Environment) | Week 10 | B-Corp Handbook | Business-based social initiative benefits and challenges Due |
| B-Impact Assessment (Workers) | Week 11 | B-Corp Handbook | |
| B-Impact Assessment (Customers) | Week 12 | B-Corp Handbook | Case Presentation 2 (Certified B-Corp) |
| B-Impact Assessment (Community) | Week 13 | B-Corp Handbook | |
| B-Impact Assessment (Governance) | Week 14 | B-Corp Handbook | |
| Final Presentations | Week 15 | | Final Project Presentations and Paper Due |

- ***This syllabus is tentative and may be subject to change***

| Name of the Student: | | Total Grade: | | | |
|---|-------------------|---|--|---|---|
| Criteria | Deficient | Poor | Fair | Good | Excellent |
| Organization Weight 20.00% | Non-participation | Audience cannot understand presentation because there is no there is no sequence of information. | Audience has difficulty following presentation; topics randomly ordered. | Student presents information in logical sequence which audience can follow | Student presents information in logical, interesting sequence which audience can easily follow. |
| Subject Knowledge Weight 15.00% | Non-participation | Student does not have firm grasp of material and has difficulty answering questions. | Student is uncomfortable with material and is able to answer only rudimentary questions. | Student is at ease with materials and can answer questions, but with limited elaboration. | Student demonstrates proficiency on the topic. |
| Academic Rigor Weight 15.00% | Non-participation | Little research done; student does not demonstrate a complete understanding of assigned materials. | Student demonstrates understanding of assigned materials. | Student demonstrates understanding of assigned materials and relates them to practical situations or other unassigned readings. | Student demonstrates understanding, and presents insights that are thought provoking. |
| Eye Contact & Presence Weight 10.00% | Non-participation | Student reads notes and has little eye contact with the audience. Poor presentation presence. | Student occasionally has eye contact, but still largely focuses on a written report. Fair presentation presence. | Student maintains eye contact most of the time but occasionally returns to notes. Good presentation presence. | Student maintains eye contact with audience, seldom returning to notes. Excellent presentation presence. |
| Elocution Weight 15.00% | Non-participation | Student mumbles or mispronounces terms, speaks too quietly or too loudly, and uses terms like "um". | Student's voice is audible, but indistinct. Audience had slight difficulty understanding the presentation. | Student's voice is clear and distinct. Audience members have little difficulty understanding what is said. | Student is clear and distinct, with appropriate volume, tone and inflection. Audience members respond well to the presentation. |
| Creativity Weight 15.00% | Non-participation | Recaps material in the readings, but presents few insights, little analysis and interpretation. | Largely recaps material in the readings, presents some thoughts on how it can be interpreted. | Summarizes principal points in the material and presents some new insights on the topic. | Summarizes principal points in the material and presents an interesting and creative take on the topic. |
| Length Weight 10.00% | Non-participation | Misses the target presentation time by more than 10%. | Within 20% of the target presentation time. | Within 15% of the target presentation time. | Within 10% of the target presentation time. |