School of Social Policy & Practice
University of Pennsylvania
Spring 2019

SWRK 798
THE SOCIAL ENTREPRENEURIAL APPROACH
TO COMMUNITY REINTEGRATION

Class Time:
Jan 18 – April 20, 2019 (10 Sessions)
Saturdays, 12:00noon-3:30 p.m., 2nd-Floor Conference Room, 3815 Walnut Street
(Exceptions: Kickoff Session is scheduled for Friday, January 18, 11:00am-2:30pm; Session 2 —site visit—takes place in Rescue Mission of Trenton; Final Session takes place in Caster D26/27 and starts at 11a.m.)

COURSE DESCRIPTION

SWRK 798: *The Social Entrepreneurial Approach to Community Reintegration* is one of its kind. In this Special Topics course, students work closely with the instructor and partner agencies to experiment a social entrepreneurial approach to community reintegration for formerly incarcerated people.

This course provides a unique and flexible opportunity for students to work together on an ongoing SP2-driven initiative called Penn Restorative Entrepreneurship Program (PREP). Founded by Prof. Charlotte Ren (www.charlotteren.net) and currently led by Prof. Chao Guo, PREP identifies a small group of formerly incarcerated individuals based on survey and interview results and selects students from various schools at Penn to offer ten-week intensive training on starting and running a small business. After the curriculum training, PREP continues to provide a support system to help them turn business ideas into reality. Through PREP, we hope to develop and demonstrate a sustainable and replicable model to effectively transition formerly incarcerated individuals back to the community.

Our field partner, Rescue Mission of Trenton, is a 103-year-old public charity located in Trenton, New Jersey (http://www.rescuemissionoftrenton.org/). Rescue Mission (hereafter referred to as "The Mission") provides a variety of support services to formerly and currently incarcerated individuals, which complements well with the entrepreneurship training that PREP offers. Our campus partner includes SP2's Goldring Reentry Initiative (GRI) and the Wharton Social Impact Initiative, among others.

For more information about PREP, watch the following video:
https://www.youtube.com/watch?v=kdN6kxX_e7c.

COURSE OBJECTIVES

Students will develop competencies in the following key areas:

(1) Understand the theory and principles of the social entrepreneurial approach to community reintegration for formerly incarcerated individuals;
(2) Obtain hands-on knowledge on a specific program element (e.g., launching a business, micro-enterprise development; etc.) or a specific aspect of program development (e.g., stakeholder analysis and engagement; development of a support system; program evaluation; etc.);
(3) Acquire an understanding of the skills involved in designing and implementing such an innovative and integrative program;
(4) Be capable of applying an innovative solution to similar social problems; and
(5) Understand the nature and scope of the community reintegration problem, as well as the current practices and their limitations and challenges.

COURSE REQUIREMENTS

Course grades will be assigned as follows:

1. 1st Session Teaching: 25%
2. 2nd Session Teaching: 25%
3. Guidance of Your Client's Business Plan: 30%
4. Final PREP Report: 15%
5. Other Participation: 5%

Your course grade is a function of the requirements listed below. Be aware that for team work some consideration will be given to how teammates evaluate your performance.

1. Co-Teach Two Sessions (25% each session)
   This is the most important requirement of the course. Five sessions (Session 3- Session 8, except Session 6) need your input. You will each select two sessions, and then work with a classmate to update the content/slides (provided by me) and co-teach the two sessions to the selected formerly incarcerated people (hereafter referred to as "clients").

   By 6:00pm EST 02/2 (F), you need to email Seongho the first three preferences of your sessions. Then based on your preferences, expertise, and the efficient allocation of teaching resources, Seongho and I will assign you to two sessions. If you already have a preferred co-teacher for your sessions, you two can send Seongho a joint email about the session preferences. We will try to accommodate your request and assign you two to co-teach the sessions.

   What do I mean by "teaching a session"? It involves at least the following efforts (but is not limited to):

   1. Preparation: conduct independent research on the selected topics and update your session slides (detailed notes need to be inserted for the slides).

2. Teach: give your lecture, interact with your clients, explain to them the assignments, and keep track of the development of their business ideas.
3. Coordinate with the previous session: Before your session, meet (either in-person or through emails or Google Drive) with teachers of the previous session and learn the key points of that session so that there is continuity and consistency across sessions. Such prior-session coordination is necessary for you to learn how to provide feedback to the clients' assignments.

For each session on Saturday, the teachers should email the instructor and Seongho the draft of the slides for preview and feedback by <u>6:00pmEST of that Wednesday</u>. You are encouraged to meet with Seongho before your session to discuss your teaching strategy or plan.

2. Guide Your Client's Business Plan (30%)
   Based on your preferences, you will be matched with one client at the beginning of the training module. You will guide the client throughout the semester to work on his/her business plan. *To be able to offer useful guidance, you will need to study other sessions' content because a business plan applies and integrates concepts and knowledge from all sessions*.

   A key component of guiding clients is to *provide feedback* on their assignments. Our clients will submit small assignments for each session. The assignments are designed on the basis of the teaching content of the previous session. You are required to offer feedback to the clients' assignments.

   Email is the preferred way of communication between you and your client (through his supervisor). For track record, **<u>always copy me and Seongho on the emails!</u>**

   Another key component of guiding clients is to *work intensively with them in Session 9*. In addition to the kickoff session, the guest lecture session (Session 6), the two sessions you co-teach and the final presentation session, you need to attend the team session (Session 9). The purpose of attending the team session is to work with your client on the final deliverables and help him *get ready for the final presentation*.

3. Final PREP report (15%)
   At the end of the semester, you will submit a final, individual report to reflect on your PREP experience and offer suggestions for the future development of PREP. An adequate submission will require at least 5-6 pages, 1.5-spaced, 12 point font. You should use <u>a business report format</u> rather than essay style. Please read <u>Appendix 1</u> carefully to learn how to format a business report. The write-up is due <u>by 6:00pm EST 04/27/2018 via email</u>.

4. Other participation (5%)
   Other participation includes your attendance and participation of the site visit and prior-training meetings, and your extra efforts to help implement PREP. For example, if you prepare extra teaching material for PREP which however is not used yet for this semester's teaching, submitting it will get you bonus points in this category.

Note that all group grades will be subject to adjustment based on the peer evaluation scores. A sample form is provided in <u>Appendix 2</u>.

<u>REQUIRED COURSE MATERIALS</u>

- I will use Google Drive to post required and suggested readings, and other important files.
- We will also use Google Drive to work together on teaching material and share slide slides.

<u>GRADE SCALE</u>

The following grading scale will be used for final grades.

98 – 100%	= A+	80 – 82.9%	= B-
93 – 97.9%	= A	77 – 79.9%	= C+
90 – 92.9%	= A-	73 – 76.9%	= C
87 – 89.9%	= B+	70 – 72.9%	= C-
83 – 86.9%	= B	Below 70%	= Failing

<u>IMPORTANT COURSE POLICIES:</u>

1. ***Submission of work and late assignments/papers***
   All assignments/papers are to be submitted via email. <u>Final report is due by 6:00 p.m. EST on the assigned due date</u>. A deduction of one full letter grade will be taken for all late submissions. The instructor may make exceptions in exceptional circumstances. Failing to plan ahead, unfortunately, is a common problem and not an exceptional one.

2. ***"No drop" policy***
   Once you are enrolled in the course, you are *NOT allowed to drop* the course without penalties. The reason for this policy is that your dropping the course will jeopardize PREP's partnerships, and the ability for PREP to recruit such clients and continue similar training in the future --- the consequences extend beyond one or two training sessions.

COURSE SCHEDULE

Note: The instructor reserves the right to adjust schedule as needed.

A course calendar, which covers the topics to be covered in individual sessions and the assignment for clients, is attached. This schedule is subject to change for reasons including the changing needs of clients, the appearance of new and more interesting topics, etc. Changes to the calendar will be announced via email as soon as practical.

I summarize the training content of entrepreneurship as "what, who, where, why, money, and how."

- What? Product/service
- Who? Customer
- Where? Location
- Why? Industry and market analysis
- Money? Financials of the business
- How? Marketing your product/service, Launching and managing your business

Module I: PREPARE for PREP	
Session 1 Friday, Jan 18, 2019	**KICKOFF SESSION** **Meetings on Penn campus for** - PREP introduction - Course design and requirements - Introduction to entrepreneurship - Sharing experience of working with formerly incarcerated people (especially by GRI Interns) Required Readings for Students: • Engstrom, Malitta (2016). Ending mass incarceration requires transforming talk into action. Available at: http://www.penntopten.com/wp-content/uploads/2016/05/Top-10-Mass-Incarceration-Engstrom-Essay.pdf. • Ghose, Toorjo (2016). The intersecting problems of substance use, incarceration and homelessness create risk in urban neighborhoods. Available at: http://www.penntopten.com/wp-content/uploads/2016/05/Top-10-Mass-Incarceration-Ghose-Essay.pdf.
Session 2 Jan 26, 2019	**SITE VISIT to the Mission** **Participants:** Dr. Guo and PREP team **Description** The purpose of the site visit is to learn about the Mission, which is the main context of our program's training sessions, and also get to know your clients. We will meet with a couple of Mission executives who take part in PREP and

	about five clients who just enrolled in our PREP training sessions. After self-introductions, we will meet in groups to learn more about their background, what they want from our program, what business ideas they have, and what challenges they have encountered or may foresee in implementing the business ideas. I will meet with all of you at the SEPTA entrance within the 30th Street Station on **10:30AM EST 01/26/2019**. It's important that you all **arrive on time**. We will purchase tickets and depart as a group by taking the 10:49am train. We will take the 2:00pm train to return from Trenton to Philadelphia. Your transportation costs will be covered by PREP.
Module II: TEACH for PREP[1]	
Session 3 Feb 9, 2019	**BASICS --- Ready to Start Your Business?** • Mini Case 1[2] • Characteristics of an Entrepreneur • Business Etiquette • How to write a business memo? • How to deliver a business presentation (in particular, an elevator pitch)? Required Readings for students: • Bhide, A. (1999). The questions every entrepreneur must answer. *Harvard Business Review*, 74(6), 120-130. Assignments for clients (to be submitted at the beginning of *next* session): Deliver a 5-minute oral presentation on: 1. What business do you want to start? 2. What characteristics do you think you have for an entrepreneur?
Session 4 Feb 16, 2019	**WHAT, WHERE & WHO --- Formalize Your Idea** • Mini Case 2 • WHAT? define your product/service • WHERE? location of your business • WHO? Who is your customer? What are the characteristics of your target customers? Estimate the market size (e.g., possible number of your customers, relevant source of information)? Required Readings for students: • Baron, R. A. (2006). Opportunity recognition as pattern recognition:

[1] For Module II, the "you" refers to our clients. In other Modules, the "you" refers to the PREP team members.
[2] The series of Mini Cases are a set of examples about how formerly incarcerated individuals turned into entrepreneurs. I have prepared several mini cases. You can add your own mini case when you see fit.

<table>
<tr><td></td><td>How entrepreneurs" connect the dots" to identify new business opportunities. Academy of Management Perspectives, 20(1), 104-119.

<u>Assignments for clients (to be submitted at the beginning of next session):</u>
Write in a Word document and present in class for 5 minutes to address:
What product/service does your business offer? Be as precise as possible.
What’s your choice of location? Why do you choose this location?
Who is your customer (describe the characteristics)? How many of them are there (you need to do your research here)?</td></tr>
<tr><td>Session 5
Feb 23, 2019</td><td>WHY --- Conduct Your Feasibility Study
Mini Case 3
What is the benefit your product/service offers to target customers?
Industry Analysis
What industry is your business in?
Is the industry attractive for a new entrant like you (e.g., supplier power, buyer power, threat of substitutes, and ease of entry)?
How strong is the existing competition?
Can you get a sense of if there’s room for a new player in the space?
Marketing strategy for a micro enterprise
How can you reach your customers?
Can you come up with an approach that ensures your customers are hearing from your company more than once and receiving new information each time?
<u>Required Readings for Students</u>:
Magretta, J. (2005). Why business models matter. Harvard Business Review, 80(5): 86-92.
<u>Assignments for clients (to be submitted at the beginning of next session):</u>
Continue working on the Word document by adding data and insights on:
The benefit issue: Why would your customer buy your product/service?
What industry are you in? Is the industry favorable or not for you? Is the level of competition high?
What marketing strategy would you use to sell your product/service?
Present in class for 5 minutes the new insights.</td></tr>
<tr><td colspan="2">Penn Spring Break (March 2-10): No sessions</td></tr>
<tr><td>Session 6
March 16,</td><td>THE CORE --- Putting Together Your Business Plan
How to write a business plan?</td></tr>
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Executive Summary
Description of your business (What? Where? Who?)
Why? (Is the industry good? Is the market big enough?)

Resources available for local small businesses

Small Business Administration (SBA) support
Training agencies

How to conduct Internet search to use these resources?

<u>Required Readings for Students</u>:

Sahlman, W. A. (2000). How to write a great business plan. Harvard Business Review, 75, 98-109.

<u>Assignments for clients (to be submitted at the beginning of next session):</u>
The Word document you put together in the previous two assignments is the first draft of your business plan. Now conduct more Internet search and revise your analysis on:

Industry: Is the industry attractive or not? Any competition in the local market?
How big is your market?

More importantly, work with your mentor to:
<ol start="3">
Complete <u>the first three steps of the Business Plan Template</u>[3]. Use the content you wrote in the Word document and fill in relevant answers in the template.

Present in class for 5 minutes the new insights.
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<td>Session 7
March 23, 2019</td>
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MONEY --- Finance Your Business

Mini Case 4
Start-up costs
Revenue-cost tables and balance sheets
Funding options (especially for micro enterprises)

<u>Recommended Readings for Students:</u>

Guo, Chao & Wolfgang Bielefeld (2014). Social entrepreneurship: An evidence-based approach to creating social value. Chapter 1 (“The Many Faces of Social Entrepreneurship”)

<u>Assignments for clients (to be submitted at the beginning of next session):</u>
Complete Step 4 of the Business Plan Template:

Create a revenue-cost table (an excel table)
How much funding would you need to start your business? Provide justification.

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</table>

[3] The Business Plan Template is *a copyrighted document* Dr. Ren prepared for PREP. In this document, she has organized the business plan writing process into six steps. Completion of the six steps is sufficient for you to deliver an effective business plan for PREP.

	• Present in class for 5 minutes your financial estimates.
Session 8 March 30, 2019	**HOW --- Launch and Manage Your Business** • Mini Case 5 • Registration • Licenses and permits • Choice of entity forms • Hiring and firing employees • How to file and pay taxes • Business laws and regulations
Session 9 April 6, 2019	**Team Session --- Work on Your Final Deliverables** You will work with your mentors to: o Complete the remaining steps of the business plan template o Prepare the final presentation slides and practice the final presentation.
Module III: REFLECT on PREP	
Session 10 April 20, 2019	**FINAL SESSION** This session will take place in ***Caster D26/27***. <u>Deliverables: Final Presentation and Business Plan DUE in class</u> The clients will deliver a formal presentation of their business plan (10 minutes). All PREP members are required to attend because you have served as “personal mentors” for your clients to help them develop business plan and practice presentation.
April 26, 2019	<u>***DUE:***</u> ***FINAL PREP REPORT*** **For only PREP team members:** Submit via email your final report to reflect on your PREP experience and make recommendations for the future development of PREP.

APPENDIX 1: HOW TO FORMAT A BUSINESS REPORT? [4]

Writing a business report is an unpleasant task for those who do not enjoy organizing and writing information. However, once you learn a specific format and use it in several business reports, your dislike transforms to delight in personal achievement.

1. Begin the business report with an executive summary. This section is usually all a top executive or high-level manager reads. Make this section concise and easy to read. The main points, conclusions and recommendations are the primary components of the executive summary. Write this section last **after** you have had time to fully evaluate the report information in its entirety.

2. Include an introduction section after the executive summary. The introduction section includes the report background and any methodology used to address the issue the report discusses. For example, the introduction of a business report about whether television ads are effective could include a methodology explaining the number of telephone interviews conducted with households to answer this concern.

3. Put the main body of the report next. The main body is the details behind how you addressed the business issue at hand. Separate the main section into logical subsections.

4. Finish the business report with a conclusion and recommendations section. In this section, wrap up all the points presented and discuss the implications of what you discovered. Finish the report by recommending what the business should do with the presented information.

5. Add an **appendix** for non-essential information like maps, charts and graphs that support your points but are not necessary to explain it. The appendix is very detailed information that an expert uses when reading the report, so technical terms are acceptable.

6. Always add **page numbers**.

7. Always add **references**. To learn how to cite, check this web link of the *Strategic Management Journal*, the top journal in the management field: http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291097-0266/homepage/ForAuthors.html. Read the subsection **"Reference and citations style"**.

8. If you need any extra explanation for an argument, you should insert a **footnote** to add the explanation.

Want to find out more about business report format? Read: http://bestentrepreneur.murdoch.edu.au/Guide_To_Report_Writing.pdf

[4] Source of information: http://www.ehow.com/how_2272372_format-business-report.html

APPENDIX 2: PEER EVALUATION SAMPLE FORM

It is required that every student fill out and submit via email the peer evaluation form at the end of semester when s/he submits the final project report.

One of the enduring difficulties of using group projects in a class is assessing the contributions of individual group members to the final product of the group. Consequently, in evaluating group project work and assigning grades, I like to have input from the members of the groups that participated. In this regard, I would like you to <u>evaluate each of your group members</u> on the following scale:

1 = this group member did virtually nothing on the project.
2 = this group member gave minimal input, i.e., he or she came to some meetings and did a few things to contribute.
3 = this group member gave a fair amount of input, i.e., he or she came to most meetings and contributed in meaningful ways.
4 = this group member substantially contributed to the project, i.e., at almost all meetings, made strong contributions to data collection, analysis, writing, organizing, etc.
5 = this group member was a mainstay of our project, a major contributor.

Before you assign a score to each group member, please consider your responsibility in this task. Evaluation is always unpleasant. It is always hard to decide what is "fair". On the other hand, it will be something you face the rest of your managerial career and it is not to be taken lightly. Equity is not just a perception; it is real. Members of organizations who contribute more should expect more. Be fair, be honest, but be frank. Students who receive an average rating that is less than 3 but greater than or equal to 2, i.e., 2.0 to 2.99, by other team members will have at least 10% deducted from their group work point total; students who have an average rating less than 2 will have 20% deducted. The instructor reserves the right to make other adjustments if necessary.

(1) Record a rating (1-5) next to each person's name, including your own;
(2) **Provide comments (this is required)**;
(3) Submit it to me in person or via email.

Group #:	**1st Session**
Team member name	*Rating (1-5)*
(your name here)	
Group #:	**2nd Session**
Team member name	*Rating (1-5)*
(your name here)	

Comments: