This is a live-in experiential learning course at St. Paul's GreenHouse for students who have identified, or are seeking to identify a social venture idea they want to launch. Students will work to complete the milestones involved in moving an idea from concept into reality, while acquiring knowledge, experience, and practical skills. Topics include: social innovation, problem definition, stakeholder mapping, value propositions, business modeling, pitching, and more. Students will also engage in work to help them identify their own values and goals for affecting change, develop teamwork and collaboration skills and gain confidence in their abilities to build a network of advisors and supporters.

**[Offered: F, W]**

Instructor Consent Required: must apply and be accepted in the live-in GreenHouse Community at St. Paul's University College

**Instructors:**

Brendan Wylie-Toal  
bwylie-to@uwaterloo.ca

Office hours: Tuesdays from 1:00-3:00PM (or by appointment)

**St. Paul's University College:**  
190 Westmount Road North  
Waterloo, ON N2L 3G5  
(519) 885-1460

<table>
<thead>
<tr>
<th>Time:</th>
<th>Resource Materials:</th>
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</table>
| 5:00pm-7:00pm Mondays  
3:00pm – 4:30pm Wednesdays | Resource materials will be made available by email |

<table>
<thead>
<tr>
<th>Location:</th>
<th></th>
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<tbody>
<tr>
<td>GreenHouse Discovery Space, STP 164</td>
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</table>
Course Description

This is a live-in experiential learning course at St. Paul's GreenHouse for students who have not identified a specific idea they want to take action on, but have identified an area of interest. Students will explore the entrepreneurial journey with an emphasis on the process of identifying a pressing problem, validating the problem, and generating ideas to tackle the problem. Students will also engage in work to help them identify their own values and goals for creating change, develop teamwork and collaboration skills, and begin envisioning their own social venture or change initiative. The learning objectives for this course are:

1. **To improve your ability to validate problems and innovation opportunities**
   - **What does this mean?** It means learning to identify assumptions and use information from people in your emerging professional network to validate or invalidate those assumptions.
   - **Why is this important?** Problems lead to opportunities, and opportunities lead to innovation. Before trying to create a social venture it is essential that you thoroughly understand what problem you are trying to solve. This helps ensure that you do not leap straight to building a solution that may not be solving a real problem and that you build on the experiences and learnings of others.

   **Success Criteria**
   By the end of the course, you will be able to network more effectively; clearly articulate problem statements; identify the stakeholders related to the problem and understand their relationship to it; identify other attempts to solve the problem, the lessons learned from these attempts, as well as the gaps that might still exist.

2. **To understand and develop skills associated with innovation and entrepreneurship**
   - **What does this mean?** It means learning and applying the skills that are necessary for exploring, developing, and launching a social venture.
   - **Why is this important?** It helps you to identify roles for which you would be best suited. It will bring attention to your comfort zone, and allow you to develop strategies to step beyond it.

   "If you take the time to understand yourself (your risk preferences, your leadership style, the position you like to take on a team, what types of decisions you find difficult), your skills (where your natural strengths and preferences lay), and your passions (the things you’d want to work on or learn about even in your spare time outside of work), you will be more likely to find a you-size hole in the world"

   - *Daniela Papi-Thornton, Deputy Director of the Skoll Centre for Social Entrepreneurship*

   **Success Criteria**
   By the end of the course, you will be able to: identify personal strengths and weaknesses, create and implement plans that take you outside your comfort zone, reflect on your ability to expand your comfort zone.

3. **To understand the processes and milestones associated with the early stages of developing a social venture**
   - **What does this mean?** It means understanding the steps that need to be taken to launch a social venture.
   - **Why is this important?** Knowing what steps need to be taken to launch a social venture helps you get further, faster. It provides the roadmap forward, helping you increase the chances you create a successful social venture.

   **Success Criteria**
   By the end of the course, you will be able to: create and implement action plans, unpack complex problems and look for root causes, create and validate value-propositions, create and deliver an effective pitch, and engage with and interview stakeholders.
Course Evaluation

Attendance and Participation: 10%

Each student must **attend classes twice a week**. This includes the Socials on Mondays and classes Wednesdays (1% for every week you attend both sessions, to a maximum of 10%).

Learning: 20%

The Wednesday classes are focused on exploring different theories and milestones related to launching a social venture. Developing this knowledge can greatly improve the likelihood of creating a viable and impactful social venture. To demonstrate your understanding of the topics covered in the course, you will be asked to write a work plan for yourself at the beginning of the term. This document will then be revisited at the end of the term, when you review and re-write a more optimal work plan for yourself. The objective of this activity is to demonstrate your understanding of the core milestones related to launching a social venture, while contextualizing the knowledge you have gained based on your venture/experience.

Planning and Doing: 40%

With the support of your GreenHouse coach, you will be expected to identify and commit to reaching several milestones related to exploring, developing and ultimately launching a social venture. A key competency of successful innovators and entrepreneurs is their ability to be self-starters and take initiative. Your primary goal for the term should be to cultivate an entrepreneurial mindset by taking action and by learning through doing. As such, a large portion of the evaluation for this course will relate to your effectiveness as an entrepreneur.

- The majority of your grades for this section will come from a **performance evaluation**. This will be assessed based on observation, feedback from peers, stakeholders, and GH staff (40%).
- You are also required to create a presentation at the end of the term. This presentation should describe who you are, what problem you are working on, and (if applicable) what your solution to that problem is. The presentation will be used to inform your performance evaluation.

Reflecting: 30%

The success of a social venture is often determined by the people who lead it. As you work towards exploring, developing, and launching a social venture, you will undergo tremendous personal growth. On average, students who take this course end up strengthening important skills such problem solving, communication, and networking. These skills will distinguish you as an innovator, but only if you can properly understand and articulate how you have developed them. To help you do that, you will be required to complete an ePortfolio, comprised of three skills summaries:

- Throughout the term, you must build an e-portfolio that identifies and articulates the skills you have utilized while working to launch a social venture. Overall, this e-portfolio will have thee skill summaries. You will be expected to complete 1 skill summary per month for the first three months of the course. The total value of these assignments is 30% (10% per summary). The assignments will be evaluated by the instructor, and by your peers.
**Summary of SVENT 225 evaluation and weighting**

<table>
<thead>
<tr>
<th>Description</th>
<th>Evaluation Method</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Attendance and participation</strong></td>
<td>Weekly attendance and participation 1% per class attended to a maximum of 10%</td>
<td>10%</td>
<td>Pass Fail</td>
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<tr>
<td><strong>Learning</strong></td>
<td>Write a pre, and post term work plan for yourself. Write one before the course begins, and revise that plan based on what you learned throughout your term</td>
<td>Rubric</td>
<td>20%</td>
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<tr>
<td><strong>Planning and Doing</strong></td>
<td>Performance evaluation</td>
<td>40%</td>
<td>On-going</td>
</tr>
<tr>
<td><strong>Reflecting</strong></td>
<td>Reflection e-portfolio</td>
<td>Rubric*</td>
<td>30%</td>
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<td></td>
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<td></td>
<td>#2: 10/28/18</td>
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<td></td>
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<td>#3: 11/25/18</td>
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Templates for any deliverables and rubrics for evaluation are downloadable through LEARN.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>9/12/18</td>
<td>Social Entrepreneurship, and the two sides of success</td>
<td>Course review and Goal setting</td>
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<tr>
<td>2</td>
<td>9/19/18</td>
<td>Value-Propositions</td>
<td>Info seeking and opportunity ID behaviour (combine random objects activity)</td>
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<tr>
<td>3</td>
<td>9/26/18</td>
<td>Innovation Management, Problems, and the art of the interview</td>
<td>Need finding and basic ethnographic research</td>
</tr>
<tr>
<td>4</td>
<td>10/3/18</td>
<td>Human Centred Design, Ideation and prototyping</td>
<td>Creativity/innovation behaviour (must build something over reading week)</td>
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<tr>
<td>5</td>
<td>10/10/18</td>
<td>READING WEEK</td>
<td></td>
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<tr>
<td>6</td>
<td>10/17/18</td>
<td>Grant Writing</td>
<td>SIF LOI drafting</td>
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<tr>
<td>7</td>
<td>10/24/18</td>
<td>Business models</td>
<td>BMC Sketching</td>
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<tr>
<td>8</td>
<td>10/31/18</td>
<td>Pitching and story telling</td>
<td>Pitch outline</td>
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<tr>
<td>9</td>
<td>11/7/18</td>
<td>What is social innovation and theories of change</td>
<td>Problem framing and HMW</td>
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<tr>
<td>10</td>
<td>11/14/18</td>
<td>System mapping and how to get started</td>
<td>Stakeholder Mapping and Power vs. Interest</td>
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<tr>
<td>11</td>
<td>11/21/18</td>
<td>Financial Literacy</td>
<td>Sample financial spreadsheet</td>
</tr>
<tr>
<td>12</td>
<td>11/28/18</td>
<td>Sales and other business fundamentals</td>
<td>Sales scripts, playbooks, and CRMs</td>
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◆ Intellectual Property:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:
-Lecture content, spoken and written (and any audio/video recording thereof);
-Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
-Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
-Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

◆ Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University’s guiding principles on academic integrity can be found here: http://uwaterloo.ca/academicintegrity. ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: http://uwaterloo.ca/academicintegrity/Students/index.html

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70

◆ Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

◆ Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students’ well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services http://www.uwaterloo.ca/counselling-services is an inclusive, non-judgmental, and confidential space for anyone
to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

♦ Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

♦ Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

♦ Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

♦ Unclaimed assignments:
Unclaimed assignments will be retained for … [period of time*; or: “until one month after term grades become official in quest”]. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

♦ Communications with Instructor and Teaching Assistants:
All communication with students must be through either the student’s University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Course Policy Regarding Late Assignments:
1. Electronic submissions of assignments must be uploaded by 11:59PM on the dates indicated in the course outline. 5% will be immediately deducted if submitted after the date and time. An additional 5% will be deducted every 24 hours thereafter (including weekends) until the assignment is submitted.
2. Exceptions will only be made under unforeseeable and extraordinary circumstances. Evidence of such circumstances must be provided to the instructor in the form of supporting documentation from an appropriate source e.g. doctor's certificate, copy of obituary, police report, etc. Students with acceptable documentation must contact the instructor no later than 48 hours after a due date to make alternative arrangements. In special unforeseeable circumstances where due dates cannot be met, it is the student’s responsibility to provide acceptable written documentation substantiating the reasons for not meeting the deadline. When there are exceptional circumstances, there will be no penalty assigned; if no contact is made, a mark of “zero” will be given.