SVENT 325 – Launching a social venture

This reading course is for students who have identified a social venture idea or change initiative they want to take action on. Students will pursue their entrepreneurial endeavour with an emphasis on validating their idea through beneficiary/customer discovery, project planning, building a team, and where appropriate, funding strategies and early-stage revenue models. Students will submit a series of agreed upon deliverables that will contribute towards the execution of their idea into action.

Student: (insert name)

Overall goal: To launch (insert name of venture).

Outline up to 3 objectives.

Deliverables:

The deliverables selected from this list are those that fulfill the agreed upon objectives for the term and venture:

a. Self-reflection paper
b. Reference letter and performance evaluation – completed by client
c. Empathy maps
d. Library
e. Action Plan
f. Summary reports on stakeholder engagement

SVENT 325 Course Evaluation:

The course will be evaluated on the basis of the completed of the selected deliverables and the weight assigned to each deliverable will be based on the estimated time and effort required to complete that deliverable. Below is an outline of the rubrics that will be used based on each deliverable.

1. Reflection paper – no more than 2,000 words

You will be required to reflect on your learning from leading the tech team and stakeholder engagement. Questions you should look to address are as follows:

- What contributions have you made and how does this contribute to the problem you are seeking to solve?
- What have you learned, and how have you learned it?
- What went well? Were there any eureka moments big or small? Were you successful in pushing your comfort zone to learn something new? What skills might be a strength for you and why?
- What could you have done better? Did you shy away from doing something because it pushed your comfort zone? Are there skills you might need to strengthen to get things done more effectively? What skills might be a weakness for you, and why?
- What do these experiences tell you about your strengths and weaknesses?
- What skills (see appendix) have you developed during this experience and provide examples for each.

The reflection paper will be evaluated based on the following rubric:

<table>
<thead>
<tr>
<th>Depth of Reflection</th>
<th>Response demonstrates an in-depth reflection on personal strengths, weaknesses, and strategies to be used to maximize strengths/shore up weaknesses</th>
<th>Response demonstrates a general reflection on personal strengths, weaknesses, and strategies to be used to maximize strengths/shore up weaknesses</th>
<th>Response demonstrates a minimal reflection on personal strengths, weaknesses, and strategies to be used to maximize strengths/shore up weaknesses</th>
<th>Response demonstrates a lack of reflection on personal strengths, weaknesses, and strategies to be used to maximize strengths/shore up weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.</td>
<td>Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.</td>
<td>Viewpoints and interpretations are unsupported or supported with flawed arguments</td>
<td>Viewpoints and interpretations are missing, inappropriate, and/or unsupported</td>
</tr>
<tr>
<td>Structure</td>
<td>Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.</td>
<td>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.</td>
<td>Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.</td>
<td>Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.</td>
</tr>
</tbody>
</table>
2. **Summary Reports** – each report no more than 1,000 words

Rubric:
1 = Incomplete - Does not meet expectations at all
2 = Insufficient - Is below expectations, content was descriptive, but had holes in the content; format was professional but was not in a logical sequence; there are several spelling and/or grammatical errors
3 = Proficient - Meets expectations, content was descriptive and reflective of the discussions that took place; format is professional and easy-to-read; there are few spelling and/or grammatical errors
4 = Advanced - Exceeds expectations, content is a detailed description of the stakeholders you spoke with (names and titles), the insights gathered in these discussions and a detailed description of opportunities that were discussed/explored as well as next steps; format is very professional and easy-to-read; there are no spelling or grammatical errors

3. **Library Rubric**

25% Exceeds Expectations – well organized, comprehensive set of resources for all 8 Regions. Areas where there are a lack of resources will be well documented, along with some recommended next steps for advocacy.

20% Meets Expectations – organized, includes a solid foundation resources for all 8 Regions and well as identifying key areas where there are a lack of resources.

15% Below Expectations – assembled but is incomplete, requires more organization, sparse number of resources, minimal narrative on where resources are lacking.

0% Does not meet Expectations at all

4. **Empathy Maps Rubric**

5% Exceeds Expectation - rich descriptions of user empathy, including a variety of surprising insights and deep needs

4% Meets Expectation - user empathy is expressed through descriptions of human emotion, physical necessities, surprising insights and/or needs on part of users

3% Approaches Expectation – limited descriptions of user empathy with few surprising insights or needs included

0% Missing - little to no description of user empathy
5. **Action Plan Rubric**

Action Plan Rubric:

1 = Does not meet expectations at all  
2 = Is below expected expectations  
3 = Meets expectations  
4 = Exceeds expectations

Components of Action Plan:

a. What – Plan includes goals and objectives specific to outcomes; objectives are clear, specific, measurable and attainable
b. When – Plan includes start and end dates as well as review dates that are appropriate and realistic for the work that will be done
c. How – Plan includes a logical step-by-step outline of what activities will be done to carry out the plan and details about overcoming potential barriers
d. Who – Plan includes the person(s) who will be responsible for each activity in the plan


If a reference letter is complete, 5% is given. If no reference letter is turned in, 0% is given.

Performance Evaluation Rubric:

1 = Does not meet expectations at all.  
2 = Is below expected performance; meets only a few requirements.  
3 = Meets job expectations with normal or average performance.  
4 = Exceeds job expectations with an above average performance level.

<table>
<thead>
<tr>
<th><strong>Job Performance</strong></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes assigned work on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of completed work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Productivity and efficiency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works independently without much needed supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works well with a group or team</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative and ability to solve unexpected problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A risk-taker with good judgment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates to clients / customers skillfully and effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates to stakeholders with candor and clarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates well in larger groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listens and solicits honest feedback, open, approachable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Working Relationship with Others</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working relationship with co-workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td>Description</td>
<td>Example Behaviours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Communication         | Good communicators can express themselves clearly and encourage others to do the same | • Communicating clearly in written form  
• Communicating clearly in verbal form  
• Actively listening                                                                  |
| Leadership            | Leaders inspire and influence the people around them. They help get things done | • Enabling others to act by promoting cooperative goals and building mutual trust  
• Creating a vision for an uplifting and ennobling future that appeals to people’s values, interests, hopes and dreams  
• Searching out challenging opportunities to change, grow, innovate and improve |
| Teamwork/Collaboration| Working effectively with others is paramount to success                     | • Collaborating with others on tasks, projects, and presentations  
• Giving and receiving clear, thoughtful feedback  
• Resolving conflicts in a fair, respectful manner                                        |
| Problem solving       | Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal | • Identifying and defining problems  
• Identifying multiple approaches for solving a problem that apply within a specific context  
• Testing hypotheses and/or evaluating potential solutions                                  |
| Critical Thinking     | Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artefacts, and events before accepting or formulating an opinion or conclusion. | • Researching, analyzing, and synthesizing information to form opinions and strategy  
• Analyzing own and/or others’ assumptions  
• Making decisions using sound ethical and logical reasoning                                  |
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Skills</th>
</tr>
</thead>
</table>
| Organization and accountability  | It is important to make sure your work and interactions meet a high standard, and that you take responsibility for your behaviour, well-being, and personal development | • Prioritizing tasks when juggling multiple deadlines  
• Managing time in order to complete assigned duties  
• Accepting responsibility for errors or missed deadlines |
| Technical                        | Social innovators often need to reach a level of technical proficiency to successfully launch their solutions                                                                                              | • Solving problems using technology  
• Completing administrative tasks using software  
• Developing digital literacy |
| Risk-taking/risk assessment      | Risk takers are like sharks: stay still at your own peril! They recognize the virtues of learning by doing, and to avoid getting paralyzed by venturing into uncharted territory | • Experimenting with new ideas and/or committing to an action without knowing every outcome  
• Learning from your experiences and not being afraid to make mistakes  
• Seeking out new information to identify and minimize risk |
| Implementation and design thinking | 90% of a good idea is implementation, and effective social innovators use design thinking to quickly deploy, test, and refine their solutions                                                                 | • Ideating, prototyping, testing, and refining based on feedback  
• Set realistic goals and priorities  
• Plan for contingencies, be ready with alternative strategies |
| Network and relationship building | Successful professionals and social innovators have a strong personal network they both contribute to and draw on when needed                                                                                   | • Network widely to identify new partners and build relationships  
• Be coachable and establish professional relationships with mentors and advisors  
• Persuading, self-expression, and story telling |
| Systems thinking and discipline specific knowledge | Successful social innovators need to understand and have a foundational level of competence in working within the social systems they are trying to change | • Improving your understanding of the social system your are working within  
• Systems and/or relationship mapping  
• Solving a problem or generating an idea using knowledge earned through academic study or experience |