

Business Fundamentals for Social Enterprise
MGT 4803R2 - Summer 2025
(Subject to updates)

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Course Overview

This course is for students who wish to utilize their leadership and managerial skills to address societal problems in a local and global context.

Whether you plan to work for a social impact organization, aspire to serve on a nonprofit board, become an impact investor, or advocate for social change, this course will prepare you to apply your business acumen for social good.

This course will introduce students to the fundamentals of the social impact sector. Students will learn about various organizational forms, funding sources, the Theory of Change, organizational metrics, and managerial best practices in this sector.

Learning Objective

- To introduce the typology of social entrepreneurship, develop a working knowledge of the concepts, and understand the opportunities and challenges of social enterprises.

Learning Outcomes

At the end of the program, students should be able to:

- Categorize and evaluate social sector organizations.
- Discuss an organization's Theory of Change.
- Assess an organization's social impact.
- Understand and apply the UNSDG framework.

Instructional Method

This course uses an applied, discussion-based approach that combines readings, collaborative exercises, and conversations with front-line experts to help you build practical, transferable skills in problem discovery and systems thinking. Through case studies, real-world examples, and community-based engagement, you will explore complex social and environmental issues and learn how to analyze them from multiple perspectives.

To succeed in this course, it is essential that you complete the assigned readings, think critically, and actively contribute to class discussions and group work. Your engagement with the material—and with your peers—will directly shape the quality of your learning experience. The tools and frameworks you gain here are designed to be applicable across disciplines and professional paths.

Class Materials and Schedule of Topics

For each topic, a list of materials (articles, videos, podcasts) will be assigned as pre-readings. You can find the list on the [Business Fundamentals Materials](#) document. It lists the required materials by topic and the date they are due. You should review these materials before each class to prepare for participation in the discussions and activities.

Some of the additional sources students are encouraged to explore are (but not limited to):

- [Ashoka website](#)
- [Stanford Social Innovation Review](#)
- [Nonprofit Quarterly](#)
- [Our World in Data](#)
- [Podcasts that focus on Social Entrepreneurship](#)
- [Points of Light Research Resources](#)

Deliverables

UNSDG presentation—each group (the same as book groups from 4192) will lead a short class discussion on how two or three of the UN Sustainable Development Goals are reflected in an organization's work. (5/29)

Exam – open notes exam about the main topics examined throughout this course (6/26).

Reflection Journal – weekly reflections on the most noteworthy events of the week following the what – so what – now what template. (7/6)

Social Enterprise Evaluation Paper and Critical Reflection – applying the concepts from the course to the organization you are working with (due on 7/15).

Quizzes - evaluate your knowledge of the assigned materials and class learning from guest lectures and site visits (dates will be listed on Canvas and the Program Schedule).

Class participation is not just a requirement, but an integral part of your learning journey. It includes being on time, alert, practicing active listening skills, completing the reading, making meaningful contributions to the class discussion, and asking thoughtful questions. Your active involvement is highly valued and will contribute to your understanding of the course material.

Details for each deliverable are posted in the Assignments section of the course Canvas page.

Note: being on time throughout the program (for class, trips, site visits, and submitting deliverables) is crucial, and I advise you to plan on being 5 minutes early rather than late. Every time you are late, you are inconveniencing the entire group. If

you are late on more than three occasions, you will incur a five-point penalty on your final grade for this course.

Grading

UNSDG Presentation: 15 points*

Exam: 30 points

SE Evaluation: 20 points

Quizzes (3): 15 points total

Participation: 10 points

Reflection Journal: 10 points

**The grade for your UNSDG assignment will include a self/team evaluation component that each student will fill out, providing feedback on their own and others' participation.*

Grading Scale

A: 90 – 100 points

B: 80 – 89.99 points

C: 70 – 79.99 points

D: 60 – 69.99 points

F: below 59.99 points

Honor Code

You are expected to uphold the Georgia Institute of Technology Academic Honor code. You may find information on the Honor Code at

<https://policylibrary.gatech.edu/student-affairs/academic-honor-code>.

Accommodations for Individuals with Disabilities: the Office of Disability Services collaborates with students, faculty, and staff to create a campus environment that is usable, equitable, sustainable, and inclusive of all members of the Georgia Tech community. Disability is an aspect of diversity integral to society and Georgia Tech. If students encounter academic, physical, technological, or other barriers on campus, the Disability Services team collaborates with the student to find creative solutions and reasonable accommodation. If you are a student with learning needs that require special accommodation, please contact the Office of Disability Services at (404) 894-2563 or <http://disabilityservices.gatech.edu/> as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter.

Responsible Use of AI Tools

You may use AI tools like ChatGPT to brainstorm ideas, clarify concepts, for research, or refine grammar, but not to generate full or partial essays.

If you use AI in any part of your assignment, include a brief disclosure (e.g., “Used ChatGPT to outline ideas”). Failure to disclose may be considered academic misconduct.