



FLORIDA STATE UNIVERSITY  
COLLEGE OF SOCIAL SCIENCES & PUBLIC POLICY  
*INTERDISCIPLINARY SOCIAL SCIENCES*



JIM MORAN SCHOOL  
OF ENTREPRENEURSHIP

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## **Bali Social Innovation & Entrepreneurship Immersion: A Human-Centered Approach to Wicked Problems**

**ISS 4931 & ENT 4934 ~ 6 credits**

Summer 2019 ~ June 10 – July 8  
**Bali, Indonesia**

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### **INSTRUCTOR:**

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Social Entrepreneur in Residence  
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### **COURSE DESCRIPTION:**

With its magnificent forested volcanoes, iconic terraced rice fields, teeming coral reefs, and ubiquitous temples, Bali earns its nickname as the “Island of the Gods.” While its ancient Hindu culture continues to thrive, Bali is also a hotbed of impact entrepreneurship. This blend of tradition and innovation offers profound lessons for addressing today’s global challenges. Students will deepen their understanding of social and environmental issues within the context of a developing economy, while gaining perspective on how social entrepreneurship can be an effective, sustainable approach to addressing problems.

This dynamic four-week program provides students with an immersive understanding of social innovation & entrepreneurship (SIE) through a highly-interactive exploration and application of theory and methods. The group travels to several locations around Bali to study the following social/environmental issues through site visits, talks with community and academic leaders, hands-on case studies, action research, and other immersion experiences:

- Poverty & Economic Empowerment
- Environment & Sustainable Development
- Community & Global Health

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The group also explores how these issues intersect with each other and examine them through the lenses of the following themes:

- Women & Gender
- Traditional & Modern
- Leadership & Community
- Formal, Non-Formal, & Informal Education

Florida State University has partnered with the Bali Institute, which specializes in cultivating global leadership for the common good through experiential learning and cultural immersion in Bali. The Bali Institute has long-standing ties with Balinese leaders, organizations, initiatives, and communities that provide exceptional learning experiences tailored to the program’s learning objectives. The instructor (Director of Social Innovation & Entrepreneurship at FSU) and the president of the Bali Institute spent two years collaborating on the design of this unique program before it was launched in Summer 2018.

### OVERVIEW OF THE ITINERARY

DAY(S)	CONTENT/ACTIVITIES	LOCATION	LODGING
Day 1	<ul style="list-style-type: none"> <li>▪ Airport pickup</li> <li>▪ <b>Welcome Dinner &amp; Performance</b></li> </ul>	Peliatan	Family Homestay
Days 2-8:	<ul style="list-style-type: none"> <li>▪ <b>Cultural Immersion:</b> (includes Bali history lesson, basic Indonesian language lesson, scavenger hunt, rice fields edible plants walk, hands-on cultural workshop, Balinese art &amp; history museum, examples of community leadership, temple visit and ceremony, dinner with the Prince of Peliatan at the Royal Palace, Legong performance)</li> <li>▪ <b>Site Visits:</b> to compelling examples of social enterprises, high-impact nonprofits, and impact-driven businesses</li> </ul>	Peliatan, Ubud and Surrounding Communities	Family Homestay
Days 9-12	<p><b>Immersive SIE Case Study #1:</b></p> <ul style="list-style-type: none"> <li>▪ Visit Pemuteran’s innovative &amp; internationally-recognized coral reef restoration project, “BioRock,” an outstanding example of collective impact</li> <li>▪ Study this community-driven, cross-sector conservation &amp; economic development initiative through engagement with the social innovation catalysts, local leaders, and other community stakeholders (including local business owners, guides, hotel staff, fishermen, tourists…) and snorkeling both the BioRock Reef as well as a spectacular intact reef off of Menjangan Island</li> </ul>	Pemuteran	Family-Owned Bungalows
Days 13-14	<p><b>Begin Social Innovation Sprint:</b></p> <ul style="list-style-type: none"> <li>▪ Meet Balinese Undiksha University students in Singaraja</li> </ul>	Singaraja	Local Inn

	<ul style="list-style-type: none"> <li>▪ Cross-cultural exchange and team-building</li> <li>▪ Form FSU/Undiksha intercultural, issue-focused teams and begin research on issues</li> <li>▪ In teams with Balinese students, participate in a social innovation “sprint” to learn about and outline strategies to address local challenges, with initial plans funded through mini-grants and supported locally</li> </ul>		
Days 15-17	<p><b>Immersive SIE Case Study #2:</b></p> <ul style="list-style-type: none"> <li>▪ The FSU/Undiksha group visits award-winning social enterprise, East Bali Cashews, based in a community of rural villages on the slopes of Mount Batur volcano.</li> <li>▪ The student teams stay within a short hike of the villages and factory, visit the East Bali Cashews factory, harvest Rosella (another valuable crop), hike the surrounding area as part of our empathy-building, and engage with members of the local community</li> </ul>	Desa Ban	Thatched Bungalows at East Bali Immersion
Days 18-20	<p><b>Complete Social Innovation Sprint:</b></p> <ul style="list-style-type: none"> <li>▪ Field research</li> <li>▪ Develop Social Impact Models</li> <li>▪ Develop Implementation Plans</li> <li>▪ Presentations</li> </ul>	Singaraja	Local Inn
Days 21-23	<p><b>Rest &amp; Relaxation:</b></p> <ul style="list-style-type: none"> <li>▪ Sunrise boat ride &amp; snorkeling over shipwreck</li> <li>▪ Group activities</li> <li>▪ Free time for exploration and completing final assignments</li> </ul>	Amed	Local Eco-Hotel
Day 24	<b>Final Site Visit and Class</b>	Ubud	Local Inn
Days 25-27	<p><b>Free Days:</b> Free time for exploration, small-group trips, and completing final assignments</p>	Ubud and Around Bali & Neighboring Islands	Varies
Day 28	<b>Final Reflection &amp; Farewell Dinner</b>	Ubud	Local Inn
Day 29	<b>Drop-Off at Airport</b>		

### **LEARNING OBJECTIVES:**

Upon successful completion of this six-credit, interdisciplinary course, students will have demonstrated the following learning objectives across these six domains:

#### ***Foundational Knowledge***

- Discuss the basic frameworks used to understand the emerging field of Social Innovation & Entrepreneurship and the promise (and challenges/limitations) it holds for addressing social and environmental problems.
- State best practices in the methodology for innovating and implementing a solution to a social or environmental problem within its sociocultural/environmental context and articulate why those practices are so essential.
- Discuss the significance of collective impact and how actors within and across communities and the public, private, and independent/civic sectors are creating social impact and helping to define, shape, and evolve the field of social innovation & entrepreneurship.
- Define Human-Centered Design, explain why it emphasizes a “problem first” approach rather than “idea first,” and describe how and in what context it can be an important tool/methodology for developing effective social innovation that helps address complex problems.

### ***Application***

- Analyze a contemporary social or environmental issue.
- Demonstrate the ability to write a persuasive argument on a contemporary social/political issue.
- Assess the strengths in a discussion of issues related to Social Innovation & Entrepreneurship.
- Illustrate the relationship of concepts or theories of social science to an area of social policy.
- As an integral member of a team, conduct relevant secondary research on an issue, develop a set of interview and focus-group questions to better understand an issue from the perspective of community stakeholders, and conduct effective interviews.
- In collaboration with team members and community stakeholders, demonstrate the ability to effectively ideate innovative solutions to a defined problem; prioritize those ideas; and prototype, test/validate, and iterate on the solution.
- Effectively present a prototyped solution to community stakeholders and incorporate feedback into the design of the solution.

### ***Integration***

- Adopt an interdisciplinary perspective on social and environmental problems and explain the effectiveness and challenges/ineffectiveness of different approaches to addressing them. Explain what interdisciplinary means with the context of relevant disciplines, including the social sciences, and analyze and explain the interdisciplinary and interrelated nature of the issues studied in Bali.
- Explain why it’s imperative that social impact models are holistic and are designed to drive systemic change within social systems.

### ***Human Dimensions & Caring***

- Demonstrate empathy, curiosity, teamwork, creativity, and intercultural skills when working with community stakeholders, collaborating with Balinese students, and learning from Balinese leaders.

- Demonstrate the competencies and attributes that are critical to success as a social innovator and entrepreneur: leadership, optimism, grit, resilience, perseverance, self-awareness, and other aspects of emotional and social intelligence (in addition to those listed above).
- Articulate and demonstrate an increased sense of confidence in their own efficacy as they connect theory to practice, apply what they have learned, and help create social value while learning to balance this self-assurance with a sense of humility and a collaborative approach.
- Self-report a stronger sense of purpose and commitment to serving society and addressing urgent social and environmental issues.

### ***Learning How to Learn***

- Demonstrate an enhanced ability to ask meaningful, critical questions and self-report becoming a stronger self-directed learner.

### **COURSE READINGS:**

There are no required texts to purchase for this course. Course readings will draw from a diversity of related literature and will be available through Canvas or internet links. It is the student's responsibility to access those readings.

### **PROFESSIONALISM:**

Our class will engage with a diverse set of individuals, organizations, and communities during this program. It is essential for every individual on the team to act with the highest level of professionalism, empathy, and integrity and to stay true to the principal that we are learning and designing with rather than for our partners.

### **COURSE REQUIREMENTS & ASSIGNMENTS:**

The total possible points a student may earn is 200, which are broken down based on the activities and assignments outlined below.

#### **1. Pre-Program Readings and Reflection (5 points ~ 2.5%)**

**Canvas; Individual Assignment**

**Due: June 9, 6pm (Bali time)**

## **2. Program Participation (80 points ~ 40%)**

### **In Person; Individual Assignment**

Full attendance and informed participation in all program activities and discussions are expected and are an essential component for making this program successful and productive for everyone, including our community partners and stakeholders. Of the 80 total available points for participation, 40 points are devoted to the frequency and quality of each student's contributions to discussions, group reflections, activities, and field work and 40 points are devoted to attendance. Each unexcused absence from any scheduled program activity will result in a loss of 20 points. A student who has an unexcused absence must meet with the instructor to discuss his/her situation and how they will engage throughout the remainder of the program.

## **3. Facilitation of Group Discussion/Reflection (10 points ~ 5%)**

### **In Person; Pair Assignment**

#### **Due: Varies by Student Pair (See Table Below)**

Each pair of students will prepare a set of guiding questions and facilitate a group discussion/reflection that draws out insights and ties together key themes from the readings, site visits, cultural experiences, talks, community engagement, and/or immersive case studies. Each pair will be assigned a specific date/time and area of focus at least 2 days before their facilitated discussion.

## **4. Blog & Instagram Posts (10 points; 2.5 points each ~ 5%)**

### **SIE Blog Site and Instagram Account; Individual Assignment**

#### **Due: First Blog and Instagram Posts by June 21; Second Blog and Instagram Posts by July 2.**

**Blog Post:** Each student will submit two blog posts to the SIE.FSU Blog Site that serve as a personal reflection on your experience. Each post should be 300-500 words, include at least one photo, and address the cultural, academic, and experiential content we are engaging through the program.

**Instagram Post:** Each student will email/text the instructor a photo (or set of up to 4 photos) that represents an issue/lesson/theme that s/he finds compelling and that relates to the program.

Along with the photo(s), the student will include a caption of 25-50 words that gives the reader insight into what is represented in the photo.

## **5. Written Reflections (45 points ~ 25%)**

### **Canvas; Individual Assignment**

#### **Due: See Below**

Each student will submit two reflections using the templates provided. The reflections will include both personal and substantive/analytical responses to the readings, site visits, immersive case studies, talks, group discussions, and experiences.

Reflection	Due Date
<b>Reflection 1 (20 points):</b>	June 19, 5pm via Canvas
<b>Final Reflection (25 points):</b>	July 7, 12pm (noon) via Canvas

### **6. Immersive Case Study 1 (20 points ~ 10%)**

**In Person & Canvas; Small Group Assignment**

**Due: June 21; 11:59pm**

One person in each group will submit the following items combined into one PDF file on Canvas:

- Stakeholder Interview Questions (Draft questions due June 14am) (5 points)
- Field Research Notes (these can be a scanned copy or photo of written notes or a digital copy of typed notes incorporated into the PDF file) (5 points)
- Group Reflection Using the Required Template (1.5 – 2 single-spaced pages not including instructions) (20 points)

### **7. Social Innovation Sprint (30 points ~ 15%)**

**In Person & Canvas; Small Group Assignment**

**Due: June 22 - 29**

#### **7A. Human-Centered Design Sprint Process**

- Secondary Research of the Issue (Include Sources)
- Design Challenge
- Field Work/Field Research
- Ideation
- Developing the Model
- Prototyping/Validating/Iterating
- Collaboration

#### **7B. Final Proposal and Presentation (Use Required Templates)**

**Due: June 29; 8am**

## **COURSE GRADING:**

Based on 200 total points. No extra credit will be given.

A = 93-100%	C = 73-76%
A- = 90-92%	C- = 70-72%
B+ = 87-89%	D+ = 67-69%
B = 83-86%	D = 63-66%
B- = 80-82%	D- = 60-62%
C+ = 77-79%	F = below 60%

(Decimals of “.5” or higher will be rounded up.)

## **WRITTEN ASSIGNMENTS:**

Students are expected to present solid content and convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Proper citations will be expected for all material that is taken directly or paraphrased from another source. **Papers should be typed and use one-inch margins and 12-point Times New Roman font.**

Required length of papers mean full pages of text, not half of a page dedicated to cover page items or one sentence at the top of a page. Be sure to proofread all written assignments prior to turning them in.

**All written assignments must be submitted via Canvas (unless noted otherwise in the syllabus) by the due date/time.** Those documents that the syllabus states should be emailed to the instructor should be named as follows: “Last name of person emailing the document-BaliAssignment#.”

## **LATE ASSIGNMENTS:**

Assignments that are received within 24 hours after the submission deadline will automatically lose 10% of the eligible points. Assignments submitted more than 24 hours late up to 48 hours will automatically lose 20% of eligible points. Assignments submitted more than 48 hours late up to 72 hours will automatically lose 30% of eligible points. **No assignments will be accepted more than 72 hours late.**

**Extensions may be a possibility, but only if discussed BEFORE the due date.** Extensions on or after the due date will not be an option, unless for a documented, excused situation, such as a medical need or family emergency. Slides should have a title page that includes each team member’s full name.

## **CLASS PHILOSOPHY & EXPECTATIONS:**

Learning is an active process, with the instructor and students having a strong responsibility to one another. We learn by listening, reading, thinking, doing, and speaking – in other words,

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actively participating in the full learning process. I assume you will show up to class and program activities on time and prepared to fully engage in class activities and discussions.

### **USE OF PERSONAL DEVICES IN CLASS:**

Cell phones must be on silent during class and no calling or texting will be allowed. Students may only use laptops or electronic devices for taking or reviewing notes, viewing websites that are being discussed in class, or reviewing readings in electronic format. The policy on the use of electronic devices may be changed if their intended use is being abused in the classroom.

### **UNIVERSITY ATTENDANCE POLICY:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

### **ACADEMIC HONOR POLICY:**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

### **AMERICANS WITH DISABILITIES ACT:**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center, 874 Traditions Way, 108 Student Services Building, Florida State University, Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)

<http://www.disabilitycenter.fsu.edu>

## **SYLLABUS CHANGE POLICY:**

“Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice”

## **FREE TUTORING FROM FSU:**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

## **FACILITATION TEAMS:**

<b>Team Members</b>	<b>Facilitation #</b>
Sofie, Sam	1
Morgan, Kayla	2
Lucas, Nikki	3
Chase, Angelina	4
Tristan, Jena	5
Bruna, Blake	6
Kaylee, Charlie	7
Tonya, Jade	8

## **READINGS:**

### **Pre-Program:**

<b>Reading</b>	<b>Key Issue/Theme</b>	<b>Due Date</b>	<b>Facilitation Group</b>
<b>James (National Geographic June/July 2013) That Old Bali Magic</b>	<b>Bali; Culture</b>	<b>June 9, 6pm, Bali Time</b>	<b>N/A</b>
<b>Bali Subak/ Communal Leadership from the Bottom Up   Inspired Bali</b>	<b>Bali: Leadership &amp; Community</b>	<b>June 9, 6pm, Bali Time</b>	<b>N/A</b>
<b>Dees (2001) The Meaning of Social Entrepreneurship</b>	<b>Overview of SIE</b>	<b>June 9, 6pm, Bali Time</b>	<b>N/A</b>
<b>Martin &amp; Osberg (2007 SSIR) SE-The Case for Definition</b>	<b>Overview of SIE</b>	<b>June 9, 6pm, Bali Time</b>	<b>N/A</b>

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<b>Martin &amp; Osberg (Oct 2015 HBR) How Social Entrepreneurs Make Change Happen</b>	<b>Overview of SIE</b>	<b>June 9, 6pm, Bali Time</b>	<b>N/A</b>
<b>Phills et al (SSIR Fall 2008) Rediscovering Social Innovation</b>	<b>Overview of SIE</b>	<b>June 9, 6pm, Bali Time</b>	<b>N/A</b>
<b>Melinda Gates (Gates Foundation June 2013) 5 Questions for Tostan's Molly Melching   Impatient Optimists</b>	<b>Women &amp; Gender</b>	<b>June 9, 6pm, Bali Time</b>	<b>N/A</b>
<b>Salovaara et al (SSIR Feb 2014) Women, Prosperity, and Social Change in India</b>	<b>Women &amp; Gender</b>	<b>June 9, 6pm, Bali Time</b>	<b>N/A</b>
<b>Repko et al (Sage Publications) Chapter 1 Introduction to Interdisciplinary Studies</b>	<b>Interdisciplinarity</b>	<b>June 9, 6pm, Bali Time</b>	<b>N/A</b>

### June 11-18:

<b>Reading</b>	<b>Key Issue/Theme</b>	<b>Due Date</b>	<b>Facilitation Group</b>
<b>Threads of Life Website</b>	<b>Site Visit: TOL</b>	<b>Thursday, June 13, by 7am</b>	<b>Bruce, Gaby</b> <i>(Class on June 13 at Milk &amp; Madu)</i>
<b>Threads of Life Video/Newsletter</b>	<b>Site Visit: TOL</b>	<b>Thursday, June 13, by 7am</b>	<b>Bruce, Gaby</b>
<b>Review "About" Tab on Kopernik Website Briefly Review Kopernik Annual Report 2017</b>	<b>Site Visit: Kopernik</b>	<b>Friday, June 14, by 9:30am</b>	<b>Group 1</b> <i>(Class on June 14 at Madra)</i>
<b>Prabhu (SSIR April 2017) Solving Big Social Problems by Thinking Small</b>	<b>HCD, BoP, First/Last Mile, and Appropriate Technology</b>	<b>Friday, June 14, by 9:30am</b>	<b>1</b>
<b>Datar et al. (SSIR Winter 2008) In Microfinance, Clients Must Come First</b>	<b>Client-Centered; Holistic, Wrap-Around Supports</b>	<b>Friday, June 14, by 9:30am</b>	<b>1</b>
<b>Fair Future Foundation Brochure</b>	<b>Site Visit: FFF</b>	<b>Friday, June 14, by 4pm</b>	<b>2</b> <i>(Class on June 16 at Madra)</i>
<b>Bumi Sehat Website</b>	<b>Site Visit: Bumi Sehat</b>	<b>Saturday, June 15, by 8am</b>	<b>2</b>

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<b>Denend et al (SSIR Spring 2014) Meeting the Challenges of Global Health</b>	<b>Issue Area: Community &amp; Global Health</b>	<b>Saturday, June 15, by 8am</b>	<b>2</b>
<b>Kate et al (Environment April 2005) What is Sustainable Development</b>	<b>Issue Area: Environment &amp; Sustainable Development</b>	<b>Sunday, June 16, by 8am</b>	<b>3</b> <i>(Class on June 16 at Madra)</i>
<b>Vanderbilt (NYT Nov 13 2017) The School Prepping for Apocalypse</b>	<b>Education; Cultivating/Preparing Changemakers</b>	<b>Sunday, June 16, by 8am</b>	<b>3</b>
<b>Green School Bali - High School Curriculum Overview (Briefly Review)</b>	<b>Education; Cultivating/Preparing Changemakers</b>	<b>Sunday, June 16, by 8am</b>	<b>3</b>
<b>ROLE Foundation Website (Be sure to look through their programs, including Bali WISE)</b>	<b>Site Visit</b>	<b>Monday, June 17, 7am</b>	<b>N/A</b>
<b>Alkire et al (July 2010) OPHI Multidimensional Poverty Index Brief</b>	<b>Issue Area: Poverty &amp; Economic Empowerment</b>	<b>Tuesday, June 18, by 8:30am</b>	<b>4</b> <i>(Class on June 19 at Taman Sari)</i>
<b>Porter et al (2017) Executive-Summary-of-the-2017-Social-Progress-Index-Findings-Report</b>	<b>Issue Area: Poverty &amp; Economic Empowerment</b>	<b>Tuesday, June 18, by 8:30am</b>	<b>4</b>

### June 19-24:

<b>Reading</b>	<b>Key Issue/Theme</b>	<b>Due Date</b>	<b>Facilitation</b>
<b>Chaille (Global Envision Jan 21 2009) Indonesia's Coastal Economy is on the BioRocks</b>	<b>Immersive Case Study 1: Pemuteran Bio Rock</b>	<b>Wed, June 19, by 8:30 am</b>	<b>5</b> <i>(Class on June 19 at Taman Sari)</i>
<b>UNDP (2013) Pemuteran Bay Coral Protection Foundation - Equator Initiative Case Study</b>	<b>Immersive Case Study 1: Pemuteran Bio Rock</b>	<b>Wed, June 19, by 8:30 am</b>	<b>5</b>
<b>Kania &amp; Kramer (SSIR Winter 2011) Collective Impact</b>	<b>Immersive Case Study 1: Pemuteran Bio Rock</b>	<b>Wed, June 19, by 8:30 am</b>	<b>5</b>
<b>Defining SIE – Manciangli</b>	<b>Immersive Case Study 1: Pemuteran Bio Rock</b>	<b>Wed, June 19 (read in class activity)</b>	<b>Bruce, Gaby</b>

<b>Brown &amp; Wyatt (SSIR Winter 2010) Design Thinking for Social Innovation</b>	<b>Human-Centered Design; Social Innovation Sprint</b>	<b>Thurs, June 23, by 8:30am</b>	<b>6</b> <i>(Class on June 23 at Undiksha)</i>
<b>Stairs (Design Observer 08-20-07) Why Design Won't Save the World</b>	<b>Human-Centered Design; Social Innovation Sprint</b>	<b>Thurs, June 23, by 8:30am</b>	<b>6</b>
<b>Budisatrijo (BBC News Nov 2014) Bali cashew factory changes villagers' fortunes</b>	<b>Immersive Case Study 2: East Bali Cashews</b>	<b>Mon, June 24, 7:30am</b>	<b>7</b> <i>(Class on June 24 at EBI)</i>
<b>BMIS Case Study - East Bali Cashews</b>	<b>Immersive Case Study 2: East Bali Cashews</b>	<b>Mon, June 24, 7:30am</b>	<b>7</b>
<b>Avcal.com-Building Better Business - East Bali Cashews</b>	<b>Immersive Case Study 2: East Bali Cashews</b>	<b>Mon, June 24, 7:30am</b>	<b>7</b>
<b>NUS-Lee Kuan Yew School of Public Policy - Promoting Development Through a Social Enterprise in Bali</b>	<b>Immersive Case Study 2: East Bali Cashews</b>	<b>Mon, June 24, 7:30am</b>	<b>7</b>

### July 3-7:

<b>Reading</b>	<b>Key Issue/Theme</b>	<b>Due Date</b>	<b>Facilitation</b>
<b>Review HUBUD's website:</b> <a href="https://hubud.org">https://hubud.org</a>	<b>Cultivating Ecosystems that Support SIE</b>	<b>Wed, July 3 by 1pm</b>	<b>8</b> <i>(Class on July 3 at Hubud)</i>
<b>Review Outpost's website:</b> <a href="https://www.outpost-asia.com">https://www.outpost-asia.com</a>	<b>Cultivating Ecosystems that Support SIE</b>	<b>Wed, July 3 by 1pm</b>	<b>8</b>
<b>Feld (2012) Excerpt from Startup Communities</b>	<b>Cultivating Ecosystems that Support SIE</b>	<b>Wed, July 3 by 1pm</b>	<b>8</b>
<b>Gergen (2013) A Community-Based Approach to SIE Development</b>	<b>Cultivating Ecosystems that Support SIE</b>	<b>Wed, July 3 by 1pm</b>	<b>8</b>
<b>Review Designing Your Life Website:</b> <a href="https://designingyour.life/the-book/">https://designingyour.life/the-book/</a>	<b>Life Entrepreneurship</b>	<b>Sunday, July 7, by noon</b>	<b>Bruce/Gaby</b>

<b>Watch Ted Talk:</b> <a href="https://www.youtube.com/watch?v=SemHh0n19LA">https://www.youtube.com/watch?v=SemHh0n19LA</a>			<i>(Class on July 7 at Nuriani's)</i>
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**BALI SIE IMMERSION - SAMPLE:**  
STUDENT INSTAGRAM "TAKEOVERS"  
STUDENT BLOG POSTS  
STUDENT TESTIMONIALS

During the program, students were responsible for two posts on the official SIE Instagram account and two blog posts on the SIE website as one of the many ways we facilitated reflection and to share their insights with our Social Innovation & Entrepreneurship community.

As part of our social innovation sprint with local university students, our group ventured out into the community to conduct interviews. Knowing our mission, our "bemo" driver offered to take us to his village and introduced us to his neighbors, who were also new parents to twins. Before we knew it, the whole village had surrounded us and the babies were placed in our arms. We were invited into a simple house and learned this sweet couple's story. Not only did we get great insights into our research about non-formal education in Bali, but we had an unforgettable experience, truly immersed in the culture. It just goes to show how language or cultural barriers can be so easily crossed by genuine hospitality and kindness.

*SIE Bali Immersion Takeover ~  
Hannah King*



This might just look like someone's hands harvesting some cashews, but it was part of something much bigger - East Bali Cashews! Minos, one of the interns at EBC and whose hands are pictured, taught us about what makes cashews thrive in this oh-so dry region and, in turn, how cashew farming and this social enterprise empower the local people. Such holistic social impact models can be critical to last-mile communities such as Desa Ban. By processing the raw cashews in the same community they're grown, these cashews become a delicious and powerful opportunity for its 400+ employees. So grateful to have had such an intimate look into East Bali Cashews!

*East Bali Immersion Takeover ~  
Elaine Mae Ignacio*



Here at East Bali Cashews award-winning social enterprise, workers with children are provided a safe space for their kids to learn, grow, and be nurtured while their parents can earn a steady income. Not only do they provide childcare, East Bali Cashews assures all workers, particularly women, can sustain a livelihood by providing health insurance and opportunities to move up the ladder with scholarships and managerial trainings.

*East Bali Immersion Takeover ~  
Sofia Villamizar*





The community here is close-knit and extremely passionate about their efforts in environmental and sustainable development. During the heaviest rains, lasting from December through January, the rivers in the mountains often overflow. Sediment as well as chemicals and debris picked up by water flooding the roads can wash into the sea, disrupting coral growth. Above is a photo of a system developed by the community to help guide the flow of water from the mountains out into the sea, which is especially helpful in the rainy season. This helps to ensure a more direct path for the water, offering an outlet to help combat flooding within the village and lessen the pollutants picked up by runoff.

*S&E Bali Immersion Takeover ~  
Mackenzie Clark*



Visiting the R.O.L.E. Foundation in Bali was a very impactful experience. We learned about so many sustainable methods that anyone can practice at home - from making recycled paper and soap, to composting. We discussed the harmful effects that plastic waste and certain fishing methods have on marine life. Practicing and enforcing sustainable methods are critical to protecting our world and future generations. We should not be overwhelmed by the challenge these issues present, but rather, let it motivate us to create and implement systemic change.

*S&E Bali Immersion Takeover  
Nicole Ferrara*



Our time with Undiksha University students was in a word, awesome. Not only did we have the chance to collaborate on some really pressing issues, we had the opportunity to bond so deeply at East Bali Immersion. We looked up at the stars each night, played games, hiked, and laughed together. I'm forever thankful for my new friends and can't wait to come back and visit again soon...

*East Bali Immersion Takeover ~  
Jena Whitesman*



These photos were taken at the Agung Rai Museum of Art, which exists to help sustain the traditional Balinese culture. These pictures represent the uniqueness of the art culture here in Bali, as well as the efforts to preserve tradition through education.

*East Bali Immersion Takeover ~  
Morgan Dake*



# MORE THAN WHAT MEETS THE EYE

By Denise Lipman  
Summer 2018



Looking at the beautiful scenery and landscapes in Bali, it's easy to overlook the drama that ensues beneath the surface. We've spent two weeks on this amazing island, and we've only scratched the surface of this rich culture that is so interconnected with its environment, its people, and its purpose. Perhaps one of the most painfully difficult things to learn about throughout the past few days was the sheer degree of coral bleaching that is occurring off the coast of Pemuteran. After learning so much about the story of Biorock technology and its impacts on the local people, I was very eager to see all the coral that would be thriving underneath the surface. Much to my dismay, although snorkeling was such an amazing experience, it dawned on me that what I was experiencing was not what was pictured only a few years ago. Upon interviewing the stakeholders, we later realized that although tourism may have contributed to the degradation of these Biorock coral ecosystems, it was more runoff from the island during heavy rain seasons that brought large amounts of sediment that damaged the coral. Throughout the entirety of this trip, the deeper you try to understand a topic, the more questions it creates. We learned about the Biorock story and through a different perspective, the degradation of coral is a symptom of the larger social problem of poverty that people face. Look at it from another perspective, and it's another consequence of the rise of global warming. Overall, the more you begin to unravel the stories that these images begin to tell, the more you realize that everything is in its entirety connected to everything else in this world. There is such a deep connection of the environment, the culture, and the people, that to begin to understand it, you must dive so deep and learn so much to truly start to appreciate what is around you.



## EVERY MOMENT

By Morgan Dake  
Summer 2019

Twelve days ago, I got off of a plane in Bali, Indonesia with high expectations for what my semester abroad would deliver. However, 12 days ago I had absolutely no idea that the opportunity to learn would extend so far beyond the small circle of our class discussions. Up to this point, although I have had overwhelmingly positive experiences with the people I've met, the non-profits I've visited, and the time I've spent getting to know the Balinese culture, it wasn't until visiting the PKP Women's Center that first week of the program that my perspective shifted in a way that profoundly influenced me and my experiences. I'm really keen on the idea that everything happens for a reason; attempting to find the good in all situations is what fuels me to keep looking forward. The PKP Women's Center was built from the ground up by a woman who chose to do just that. In her worst seasons of life, she managed to find her purpose. The Women's Center exists in Bali to serve as a safe environment for marginalized women as well as children with special needs to come together to learn, encourage each other, and establish independence. It was here that I was introduced to the mission of the Center:

“EVERYBODY is a teacher, EVERY PLACE is a school, EVERY MOMENT is a lesson in time.”

These three insights brought to life my person philosophy and have had a formidable impact on the way I have experienced these first 12 days in Bali. I think that it can be really easy to get lost between the studying aspect and the abroad aspect of a program. For me, absorbing these words has allowed me to make the absolute most of my time studying abroad. While the scheduled site visits, case studies, and discussions have provided me with copious knowledge on the field of Social Innovation and Entrepreneurship, the “in-between” moments have instilled me with knowledge that goes beyond what you can learn from a textbook. On top of the course material, the conversations I've had, the relationships I've built, and the moments we've shared have proven to be the greatest lessons of all.

A person with long dark hair, wearing a patterned top, is sitting in a grassy field. In the background, there is a large mountain (Mount Agung) under a clear sky. The scene is captured during the day, with soft lighting.

## UNPLUGGED, UNIMAGINABLE, UNFORGETTABLE

By Charlie Gardner  
Summer 2019

Staring down from the tips of mountains over the never-ending ocean as the sun dips below the horizon... weaving through traffic down unimaginable roads that seem to stretch on forever... gazing into the starry night as comets light up the sky through the cascading Milky Way... all while learning with unforgettable people about the importance of this magical culture in Bali and its lessons for addressing the urgent social and environmental in the world. This study abroad experience in Bali, Indonesia has been the most inspiring learning experience I have ever had the pleasure of partaking in. The past four weeks have been day after day of traveling, interacting, learning, and fun. So much has happened throughout this whole trip, but I wanted to touch on three of my favorite experiences in this blog post. First of all, the sunsets and sunrises here have been indescribable to say the least and picking my favorite would not be possible. The sunrises turned me into a passionate early-riser while the sunsets turned into a time for reflection and deep thoughts. They were a huge part of this trip for me and definitely worth mentioning. Moreover, our visit to East Bali Cashews represented three of the most introspective and blissful days of my life. Nestled on the side of Mount Agung in comfy “glamp-style” bamboo buildings, we spent these days without any access to internet. Living in America, it is hard to imagine a life without any technology, but East Bali Immersion truly opened my eyes to how little we actually need it. On top of the beauty of where we were, we also got to build relationships with the Undiksha University students in Bali during this visit, which brings us to our third experience. The memories I formed with the Undiksha students during the week that we got spend with them were ones that I will never forget. The Social Innovation Sprint was a grueling process, but we formed bonds with these people that you would not think possible in only a week. It was extremely sad to see them go at our celebration dinner, but we all left with a sense of hope to see each other again in the future. All in all, this trip to Bali has been something that changed the course of my life and opened me up to a new sense of culture, spirit, and purpose that I would never have known otherwise. I have been inspired through this magical island and its people, and I hope others follow very soon.



## PASSION INCUBATOR

By Gaby Scott  
Summer 2018

“The most powerful weapon is the human soul on fire.”

Seventeen American university students traveled to Bali this summer with various desires, dreams, and goals for this trip. No matter what brought us here individually, I believe we might all be leaving this incredible island with a little more passion in our lives. Passion about our paths in life, our friends, the world we share, and our potential for positive change. I don't think we can think of our journeys here as coming to a conclusion. I believe this is just the beginning for us. Whether we already have a social enterprise, are just now learning about the field of social innovation & entrepreneurship, or just have an inkling of what we want to do with our path as innovators, I think not one of us is leaving this trip without knowing that we do indeed have the capacity to catalyze change in the world. If there is one thing that every innovator left with us in all of our numerous site visits and interactions is that change begins when we decide to make it happen. There is no perfect moment to start creating positive change in the world. The world's issues will not take a day off. Unjust equilibriums will not adjust themselves. Disadvantages will not become advantageous and the disenfranchised will not be spoken for unless we make the decision to do so. I will no longer question my ability to be vessel of positive change. Whether some of us become Ashoka Scholars and some of us simply swear off plastic straws, we've all been bestowed with the encouragement from those who have made it work before us. Flying across the globe and learning from Changemakers touches you as a young person wanting do this. I know our journeys will not be simple or without disappointment, but the sooner we fail, the sooner we may succeed. Bali has made warriors out of these seventeen Americans. Before this trip, we were passionate about changing the world but had yet to find the way in which we would accomplish this lofty goal. We were unbridled and a little inexperienced, but Bali has concentrated our passions. I've seen how this voyage has centered our energy and our belief in ourselves as vessels of positive change. Bali has become a passion incubator for all of us on this trip. It has given us the environment to mold and grow in such a short period of time that I have no doubt we will turn into diamonds under pressure when it comes to it. Bali has made me believe in myself and my generation as the next great wave of positive influence in the world. Bali was my passion incubator, and I am on my journey to finding myself as a social innovator.



## GAINING MOMENTUM

Presented by Tonya Shaw and Kaylee Curry  
By Tonya Shaw  
Summer 2019

As we approach our final week here in Bali, my experience has been nothing short of transformative. Coming into this program, I had a personal goal to practice mindfulness as well as reflect deeply on my intentions and desires as I approach my final year at Florida State. At East Bali Immersion, I did just that as I was blissfully unplugged, no social media, no emails, no texts—just my thoughts to keep me occupied. I was tasked with learning how to be present and freely allow my thoughts, whether positive or negative, to surface. Overlooking the gorgeous mountains as the sun set, I have never encountered such peace and tranquility. Coming from a fast-paced lifestyle, I realized how little I take the time to enjoy the beauty that is in front of me. At East Bali Immersion, we had the chance to reflect deeply but also to continue exploring a societal issue in Bali that we could shed light on and possibly make even a modest contribution towards addressing. Working alongside the Undiksha University students, we quickly formed unbreakable bonds. We openly exchanged thoughts and opinions, learning from one another with the overarching desire to understand how together we might create systemic change in our communities. Our Social Innovation Sprint replicated that of a sprint in real life, where one must prepare, gain momentum, and lastly finish strong. To prepare, we had to immerse ourselves in the culture. This was done by building relationships, making conversation with local stakeholders, and learning and respecting their traditions and values. To build momentum, we gained insight into our focused issue while exploring in the streets of Bali, speaking to locals, government staff, nonprofit leaders, and any other stakeholders that could help us further understand the issue at hand. And lastly, we had to finish strong, combining our secondary research with our field research within a very limited time. Even when our energy was depleted, we pushed to the end, shedding light on important issues and inspiring future Changemakers to carry out systemic change.

## BALI SIE IMMERSION: STUDENT TESTIMONIALS

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This program was literally the most amazing thing I have done in my life.

*Morgan Dake  
Summer 2019*

You know so well that this has been transformational for me...

*Jade Juraski  
Summer 2019*

The impact we saw in 30 short days was enough inspiration for a lifetime of public service.

*Ana Gabby Scott  
Summer 2018*

All in all, this trip to Bali has been something that changed the course of my life and opened me up to a new sense of culture, spirit, and purpose that I would never have known otherwise.

*Charlie Gardner  
Summer 2019*

It is a shortcoming to simply say that this experience was life-changing. I could never put into words the amount of growth that this entire process has given me. Being immersed in such a rich culture and having hands-on experience in the world of social innovation & entrepreneurship was invaluable. I am so very humbled and grateful to have had this experience.

*Lauren Moorefield  
Summer 2018*

Every day is designed to open the student's mind. Nearly every night I went to sleep saying to myself 'I cannot believe I just got to do that.'

*Sean Pfeiffer  
Summer 2018*



I will also try to have a greater appreciation for everything I have and the opportunities I am presented. Not just because some people have so little, but because everything we did on this trip was such an incredible once-in-a-life time experience that I gained so much insight from. I feel like now I have a deeper level of understanding for the world, its people, and other cultures, and it opened up new and deeper layers of myself. This has been a completely life-transforming experience, and I am so lucky to have had this opportunity. I'll sleep on the floor of the forest with no AC or hot water if it means I can participate in this experience again.

*Nikki Ferrara  
Summer 2019*

The opportunity for learning is infinite when there are so many resources to explore, versus only reading what authors or scientists want you to read about. I have felt this same feeling throughout our entire trip. Being able to talk directly to the founders or team members of social enterprises and nonprofit organizations and different impact initiatives shows the incredible passion that goes into every organization. I love being able to witness this passion and see an organization as more than solely their data; to discover and even experience the story that is behind everyone.

*Kaylee Curry  
Summer 2019*

When I was signing up for this trip, I really had no clue what to expect. Being a Finance major, I have never taken a course in Social Innovation & Entrepreneurship and hardly had an idea of what the subject was about. I've learned so much about social entrepreneurship and social enterprises through an experience-based approach. This immersive experience, and particularly the Social Innovation Sprint with the Unidksha University students, has also reinforced how inexplicably complex life is. There are so many variables that go into every problem that it is easy to get overwhelmed. But if there's one thing I've learned so far from this program, it's that you just have to take it one step at a time. Figure out the problem you want to address and embrace all of its layers. In the end, however, this program offered invaluable experience, explained empathy, and exceeded my expectations in every aspect.

When I first signed up for this program, I was scared. Besides one other person, I didn't know anyone else going on the trip. I didn't know what the people would be like or if they would even like me. But now as the program comes to an end, the only thing I'm scared about is the idea of not seeing these people again, especially the Undiksha students.

*Chase Silberbusch  
Summer 2019*



**Template for Pre-Program Assignment:  
Reflection/Analysis of Readings & Themes  
(5 points)**

*Due: June 9 by 6pm Bali Time (Canvas)*

This is an individual assignment. Read the articles listed below, which are available on Canvas under the “Pre-Program” Module.

Reading	Key Issue/Theme	Due Date	Facilitation Group
James (National Geographic June/July 2013) That Old Bali Magic	Bali; Culture	June 9, 6pm, Bali Time	N/A
Bali Subak/ Communal Leadership from the Bottom Up   Inspired Bali	Bali: Leadership & Community	June 9, 6pm, Bali Time	N/A
Dees (2001) The Meaning of Social Entrepreneurship	Overview of SIE	June 9, 6pm, Bali Time	N/A
Martin & Osberg (2007 SSIR) SE- The Case for Definition	Overview of SIE	June 9, 6pm, Bali Time	N/A
Martin & Osberg (Oct 2015 HBR) How Social Entrepreneurs Make Change Happen	Overview of SIE	June 9, 6pm, Bali Time	N/A
Phills et al (SSIR Fall 2008) Rediscovering Social Innovation	Overview of SIE	June 9, 6pm, Bali Time	N/A
Melinda Gates (Gates Foundation June 2013) 5 Questions for Tostan's Molly Melching   Impatient Optimists	Women & Gender	June 9, 6pm, Bali Time	N/A
Salovaara et al (SSIR Feb 2014) Women, Prosperity, and Social Change in India	Women & Gender	June 9, 6pm, Bali Time	N/A
Repko et al (Sage Publications) Chapter 1 Introduction to Interdisciplinary Studies	Interdisciplinarity	June 9, 6pm, Bali Time	N/A

Using the template below, respond to each question. Each response should abide by the word counts included below. Your responses should be both meaningful and concise.

This is a formal writing assignment, so use complete sentences and proofread your work. You must type your narrative into this template and submit it via Canvas as a Word document (do not just copy the questions of the template onto another Word document).

<b>Student's Name:</b>	
<b>In reading the first two articles on Bali:</b>	
<ul style="list-style-type: none"> <li>▪ What are you most interested in learning about Balinese culture?</li> <li>▪ What is unique about the Balinese system of leadership as reflected in the Subak system? How does this compare and contrast with other systems of leadership you're familiar with in the U.S. or elsewhere?</li> </ul>	
(150-200 words)	
<b>Summarize the Dees article in your own words (although you can cite 1-2 brief lines from the article). Be sure to reflect the key themes and points he makes.</b>	
(150-200 words)	
<b>Summarize the two Martin &amp; Osberg articles in your own words (although you can cite 1-2 brief lines from the articles). Be sure to reflect the key themes and points they make.</b>	
(150-200 words)	
<b>Summarize the Phills, Deiglmeier, and Miller article in your own words (although you can cite 1-2 brief lines from the article). Be sure to reflect the key themes and points they make.</b>	
(150-200 words)	
<b>In reading the article on Molly Melching and the article on Women and Social Change in India, why is changing long-standing cultural norms around gender and empowering women such a high priority? Why is this such a high area of leverage for creating social impact?</b>	
(150-200 words)	
<b>Why is empathy so important in working to systemically address social and environmental problems? What are some ways in which we might empathize with individuals and communities in culture?</b>	
(150-200 words)	
<b>Summarize the Interdisciplinary Studies article's definition of interdisciplinary. Why is taking an interdisciplinary approach to addressing complex social and environmental problems so important?</b>	
(150-200 words)	



## Template for Assignment 5: Reflection 1 (20 points)

*Due: June 19, 5 pm (Canvas)*

Reflection 1 is a two-page (not including instructions), single-spaced reflection that includes an assessment of one's experience, lessons learned, insights gained into the field of Social Innovation & Entrepreneurship, and a brief analysis of the issues/themes we're exploring. You must submit this assignment using this template. This is a formal writing assignment, so use complete sentences and proofread your work.

<b>Student's Name:</b>	
Highs with your experience in Bali so far:	
Challenges with your experience in Bali so far:	
Key lesson(s) you've learned from Balinese culture:	
Pick 1-3 site visits we've made to this point and discuss at least two key insights you gained that relate to the field of SIE:	
Pick one of the three major issue areas for this course and one of the four key themes. Briefly discuss the importance/urgency of this issue in Bali. In your discussion, tie in the key theme. You must include some data on the issue and theme using secondary research (use inline citations and list your sources in the references) and cite at least two of the course readings relevant to the issue/theme.	
Sources:	



## Template for Assignment 5: Final Reflection (25 points)

*Due: July 7, 12 pm - Noon (Canvas)*

The Final Reflection is a 3.5 - 4 page (not including instructions), single-spaced reflection that includes an assessment of one's experience, lessons learned, insights gained into the field of Social Innovation & Entrepreneurship, and a brief analysis of the issues/themes we're exploring. You must submit this assignment using this template. This is a formal writing assignment, so use complete sentences and proofread your work.

Student's Name:	
Highs with your experience in Bali overall:	
Biggest challenge(s) with your experience in Bali overall:	
Pick one or both of the immersive case studies (BioRock/Pemuteran or East Bali Cashews) and discuss at least two key insights you gained that relate to the field of SIE:	
Discuss the following three insights you gained from the social innovation sprint we engaged in with the Undiksha students:	
	<ul style="list-style-type: none"> <li>▪ A key insight you gained into a social/environmental issue in Bali</li> <li>▪ A key insight you gained into the human-centered design process</li> <li>▪ A key insight into intercultural collaboration</li> </ul>
Key lessons you learned from the overall immersion experience, including Balinese culture, the site visits, the immersive case studies, the social innovation sprint, collaboration with Undiksha students, and the literature (you may use a bulleted list for this response):	
How do you plan to apply these lessons now or in the future?	
Reflect on how you this experience enhanced how you learn. Share your insights:	

How has this experience influenced your perspective on purpose, service, and engaging as a citizen of this world?
Pick two of the three major issue areas for this course and at least two of the four key themes. Discuss how these issues and themes are interrelated. Discuss the importance of taking an interdisciplinary approach to addressing complex social/environmental issues. What did you learn about how to effectively approach these types of issues, particularly within the context of Bali and/or “first kilometer” communities in Indonesia?

**Optional “Bonus” Questions** for the explorers, philosophers, and daydreamers out there. (These carry no points and do not count toward the required 3 – 3.5 pages focused on the questions above; you may choose to tackle none, one, or as many as you like):

What is the most effective means of immersing oneself in another culture?
What is the most effective means of carrying forward and incorporating into your life the insights gained and lessons learned on an immersive trip like this?
Discuss the parallels between the Balinese Tri Hita Karana and the Triple Bottom Line and/or between Collective Impact and Gotong Royong/the Banjar System.
What does “Balance” mean to you and how has its meaning in your life evolved during the last four weeks?
Discuss the importance of “Elegance” in social innovation & entrepreneurship models and in your life.
Discuss the relevance of Chaos Theory to social innovation & entrepreneurship. Discuss the parallels between fractals and iterative design.
Time is an illusion. Explain. What is the present moment?



**Template for Assignment 6:  
 Immersive Case Study #1  
 Assignment Packet (20 points)**

*Due: June 21, 11:59pm (Canvas)*

One person in each group will submit the following items combined into one PDF file on Canvas:

- Stakeholder Interview Questions (5 points)
- Field Research Notes (these can be a scanned copy or photo of written notes or a digital copy of typed notes incorporated into the PDF file) (5 points)
- Group Reflection Using the Template Below (1.5 – 2 single-spaced pages not including instructions or SIE definition) (10 points)

<b>Students' Names:</b>	
List of Stakeholders You Interviewed (including at Reef Seen):	
Key Insights You Learned About the Pemuteran/BioRock Initiative (including lessons that might be applicable to other SIE initiatives) [You may use a bulleted response for this question]:	
Discuss at least three elements of the definition of SIE below within the context of the Pemuteran/BioRock Initiative. How are/were these elements reflected in the actual implementation and evolution of the initiative? (Each element can be a complete sentence (or a couple of sentences) or part of a sentence, such as “systems-level change.”)	

**Defining Social Innovation & Entrepreneurship**

Social innovation & entrepreneurship is an interdisciplinary approach to creating systems-level change that applies the best thinking and practices from across the nonprofit/civic, private, and public sectors. It aims to address a complex problem or “unjust equilibrium” through which the value created is targeted primarily to a segment of society experiencing marginalization or to society as a whole.

This approach includes:

- Understanding a social/environmental problem through a lens of empathy, including its social, political, economic, cultural, environmental, and personal dimensions.
- Identifying an opportunity; ideating, testing, and refining an innovative, impactful, and systemic approach to the problem through a human-centered process that is iterative and collaborative; and ensuring that its social value proposition is realized for the key stakeholders.
- Implementing and scaling that approach or social innovation through a sustainable social impact model—via a mission-driven, triple bottom line-focused organization or partnership such as a social enterprise, high-impact nonprofit, socially-responsible business, or cross-sector/collective impact initiative.

Bruce Manciagli  
Director, Social Innovation & Entrepreneurship @ FSU  
Social Entrepreneur in Residence  
*Interdisciplinary Social Science Program*  
College of Social Sciences & Public Policy  
Faculty, Jim Moran School of Entrepreneurship  
Program Leader ~ Bali SIE Immersion, FSU International Programs  
Florida State University

*This definition draws upon key concepts from the seminal literature in the field, particularly articles by Dees; Martin & Osberg; and Phills Jr., Deiglmeier, & Miller, as well as Human-Centered Design, Social Innovation Framework, and Design Thinking material from IDEO and others.*





## ASSIGNMENT 7A: Social Innovation Sprint Understanding the Social/Environmental Problem ~ Secondary Research

Type into the white cells.

	<b>Students' Name:</b>
1.	What issue will you be focusing on (name the larger issue, such as “homelessness”)?
2.	State your design challenge, starting with “How might we...” (in one sentence):
3.	List as much data/statistics and their sources as possible that help one understand the nature of the problem. (Include five sources of data; summarize the data in bullet form, cite the source, and provide a link to each source.)
4.	List a case study that serves as a good example of the problem. (Summarize the case study in 1-2 paragraphs, cite the source, and provide a link to the source.)
5.	Provide a story or anecdote that helps show the human dimensions of the problem. The story should focus on an individual or family experiencing or connected to the problem. (Summarize the story/anecdote, cite the source, and provide a link to the source.)
6.	<p>State the significance of the problem? Why is there a sense of urgency in addressing this problem? (The significance of the problem stated in 1 – 2 paragraphs; <b>include relevant data</b> – include inline citations of your sources.) Following is an example of a succinct problem statement:</p> <p><i>Diarrhea is one of the leading causes of death and illness worldwide and one of the most preventable. Every year, over four thousand children in Haiti, a country of ten million, die before their fifth birthday due to diarrhea. In the past four years, over 8,000 people have died due to a cholera outbreak that was introduced to the country for the first time in 2010 (source), and has spread due to extremely low rates of access to clean water and improved sanitation. Not only has this lack of vital infrastructure caused this substantial loss of life, it also causes illness that can cripple intellectual and physical development in children and keep adults from work.</i></p>

7.	<p>A. List some of the <u>symptoms</u> of the problem:</p> <p>B. Think about some of the <u>deeper systemic and root causes of the problem</u>. List them (as words or phrases):</p>
8.	<p>What common/mainstream approaches are currently being employed/implemented to address this problem? (Provide 2-3 examples.)</p>
9.	<p>What is working and not working? (One brief paragraph for each example from #8.)</p>
10.	<p>Identify at least five compelling examples of a social innovation, high-impact nonprofit, social enterprise, and/or collective impact model that is addressing the problem or some an aspect of the problem that could serve as inspiration or a model for your work. Provide links to the innovations or enterprises and describe each of them in 1-2 sentences.</p>



## Assignment 7A: Social Innovation Sprint ~ Field Research Template

Type into the white cells.

Students' Name:	
1.	State your design challenge, starting with "How might we..." (in one sentence):
2.	List at least 6 existing innovative models/approaches to the problem that you identified during your secondary research that you will incorporate into your model (it can be components/parts of an existing model or the entire model). Include links to the websites/sources.
	Describe the Model/Approach in 2-3 sentences:
	Website/Link to Source:
1	
2	
3	
4	
5	
6	
3.	Identify at least 3 aspects of the models above that you would like to validate during your research with stakeholders. Describe them below.
4.	Identify 3-4 relevant stakeholders to interview in order to better understand the problem.
5.	Draft 10-15 questions to ask your relevant stakeholders that would inform the ideation process. (You may adjust or add to these questions based on the stakeholders you are able to interview and the insights gained.
<b><i>To be completed after the day of field research:</i></b>	
6.	List the stakeholders you interviewed and the communities/context they were in:
7.	List at least 7 powerful insights and/or observations gained from your field research.



## Assignment 7B: Social Innovation Sprint Proposal Template

*Type into the white cells.*

1.	<b>Team and Design Challenge</b> (Names of Team Members, Broad Issue Area and any Themes You're Focusing On; Design Challenge: How might we....)
2.	<b>Significance of the Problem</b> (1-2 paragraphs that includes compelling language <u>and data</u> that addresses the context and urgency of the problem):
3.	<b>Status Quo &amp; Opportunityz for Change</b> (How are key stakeholders currently addressing or not addressing the problem? Briefly describe the opportunity that exists to introduce a new approach.)
4.	<b>Insights &amp; Constraints</b> (What key insights did/can you leverage? What constraints do you need to take into account?)
5.	<b>Additional Information Needed</b> (What additional information do you need to more fully develop and test your model? What additional stakeholders would you like to interview and present your prototype to?)
6.	<b>Models That Inspired</b> (What innovative, effective models did you draw inspiration from? List at least three.)
7.	<b>Name of Your Model/Vision/Mission</b>
8.	<b>Value Proposition</b> (Describe how your innovation meets a need and fills a gap and how your approach solves stakeholders' problems or improves their situation (relevancy), delivers benefits (quantified value), and tells the stakeholder why they should adopt your model over other approaches (unique differentiation).

9.	<b>Social Impact Model</b> (Describe your innovative model. <u>How</u> does your model create social impact? Is social impact created in more than one way? What is your “point of intervention” and what types of wrap-around supports does your model include? How does your model begin to address more underlying causes – how will it create the desired long-term, systemic change? (You must include a diagram of your social impact model in your final presentation.)
10.	<b>Partners &amp; Local Leadership/Resources/Community Empowerment &amp; Sustainability</b> (What individuals/organizations will you partner with? How will you leverage local leadership, talent, and resources to empower local communities, create systemic impact, and sustain the model?)
11.	<b>Expected Social/Environmental Impact and Scalability</b> (What impact do you expect in the next 3-5 years? How is your model scalable?)
12.	<b>Organizational Framework/Funding-Revenue Model/Financial Sustainability</b> (The initiative must be implemented through a hybrid organizational framework: for example, a social enterprise with a holistic, wrap-around model; a high-impact nonprofit with revenue-generation; a socially-responsible business with an affiliated nonprofit; or a collective impact/cross-sector partnership. Briefly describe the organizational framework through which your model will be implemented. How does your model financially sustain and scale social impact?)
13.	<b>Team</b> (Roles & One-Line Bios; Primary leadership roles must be local.)
14.	<b>Next Steps for Further Research &amp; Validation</b> (What additional information do you need to further validate your model?)

**Budget:** (Provide a line-item budget for next field-research and validation steps. You must provide detail/justification for each item. You may request up to 1 million rupiah to support expenses related to further field research and validation.)

ITEM	TIMELINE	JUSTIFICATION	CALCULATIONS	AMOUNT
<i>Ex: Transportation (Gas for Motorcycle)</i>	<i>July 15 – 26, 2019</i>	<i>Interview the following additional stakeholders: x, y, z</i>	<i>Gas: 3 trips x 2 liters/trip x 10,000Rp/liter = 60,000</i>	<i>60,000Rp</i>
<i>Ex: Small Focus Group (Stipends and Snacks)</i>	<i>August 5 – 9, 2019</i>	<i>Validate additional aspects of the model</i>	<i>Stipends: 3 people x 100,000Rp = 300,000Rp Snacks = 200,000Rp</i>	<i>500,000Rp</i>
			<b>TOTAL:</b>	



## Assignment 7B: Social Innovation Sprint Social Impact Model Pitch Deck

### Slides:

1.	<b>Cover Slide</b> with Names of Team Members, Broader Issues; Design Challenge
2.	<b>Significance of the Problem</b> (include compelling <u>data</u> that illustrates the urgency of the problem and briefly describe how it is currently being addressed):
3.	<b>Insights &amp; Constraints</b> (Briefly describe what key stakeholders you interviewed and what are the most powerful insights you gained that can be leveraged? What constraints do you need to take into account?)
4.	<b>Models That Inspired</b> (What innovative, effective models did you draw inspiration from?)
5.	<b>Name of Model/Vision/Mission</b>
6.	<b>Value Proposition</b> (Describe how your innovative meets a need and fills a gap in the current market and how your approach solves customers’ problems or improves their situation (relevancy), delivers benefits (quantified value), and tells the ideal customer why they should buy from you and not from the competition (unique differentiation). In other words, how it relevant, how does it add value, and how is it innovative & different?)
7.	<b>Social Impact Model ~ Description</b> (Describe your innovative model. <u>How</u> does your model create social impact? Is social impact created in more than one way? What Product/Service will you sell/provide? What is your “point of intervention” and what types of wrap-around, client-centered supports does your model include that address the problem at a more systemic level?)
8.	<b>Social Impact Model ~ Diagram</b> Include a diagram of your social impact model here.
9.	<b>Partners &amp; Local Leadership/Resources/Community Sustainability</b> (What individuals/organizations will you partner with? How will you leverage local leadership, talent, and resources to empower local communities, create systemic impact, and sustain the model?)
10.	<b>Expected Social/Environmental Impact and Scalability</b> (What impact do you expect in the next 3-5 years? How is your model scalable?)

11.	<p><b>Organizational Framework/Funding-Revenue Model/Financial Sustainability</b> (The initiative must be implemented through a hybrid organization framework: for example, a social enterprise with a holistic, wrap-around model; a high-impact nonprofit with revenue-generation; a socially-responsible business with an affiliated nonprofit; or a collective impact/cross-sector partnership.)</p> <p>Through what type of hybrid organizational framework will your model will be implemented? How does your model financially sustain and scale its social impact?)</p>
12.	<p><b>Team</b> (Roles &amp; One-Line Bios; Primary leadership roles must be local.)</p>
13.	<p><b>Additional Information Needed</b> (What additional information do you need to more fully develop and test your model? What additional stakeholders would you like to interview and present your prototip to for further validation?)</p>
14.	<p><b>Budget</b> (Present each detailed line item of your budget and the total request.)</p>

**Note:** Your slides should have a “branded” look. Your slides should be visually compelling and not excessively text-heavy. Most of the content you share will be spoken rather than written. You should include some photographs that help the audience understand and relate to the problem/solution. Every member of the team should have a role in presenting.

You’ll have 15 minutes to present your slides followed by 10 minutes of Q&A. Plan your time accordingly so you don’t rush but you cover the essential elements – you need to be succinct, disciplined, and practiced.

# FLORIDA STATE UNIVERSITY NEWS

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## FSU students seize the summer with real-world experiences

BY: KELSEY KLOPFENSTEIN | PUBLISHED: AUGUST 14, 2019 | 3:45 PM |



Charlie Gardner, along with other FSU students, traveled to Bali, Indonesia, this summer as part of the Social Innovation and Entrepreneurship Immersion program. (Charlie Gardner)



What did you do this summer? Attend class on the side of a volcano? Work with a German student affairs organization? Curate an exhibit of 19<sup>th</sup>-century French paintings?

Those are just some of the hands-on, real world experiences that Florida State University students took advantage of during their summer break.

Internships, service learning, undergraduate research and international study can enrich students' college experience, develop their skills and talents and broaden their professional network. In fact, research shows that participation in high-quality experiential learning improves students' academic performance and post-graduation outcomes.

That's why **Florida State recently became the largest university in the country to adopt an experiential learning graduation requirement for undergraduates.**

And, summer is the perfect time for FSU students to make the most of these types of opportunities. Here are a few of their stories:

### **Charlie Gardner**



FSU and Balinese Undiksha students pose for a group photo in Bali, Indonesia. (Charlie Gardner)

When Gardner, a finance major, started doing research on studying abroad, he knew he wanted an experience completely out of his comfort zone. When he found the **Social Innovation and Entrepreneurship Immersion program in Bali**, Gardner thought it would be the perfect fit because of how little he knew about entrepreneurship or Bali.

Gardner studied alongside other FSU students in Bali, Indonesia, for about a month, taking classes on social innovation and entrepreneurship. But what Gardner enjoyed most was that much of the learning took place outside of the classroom.

“While many classes were held at the homestay, there were other times where we got to have class in cool places, like on the beach or the side of a volcano,” Gardner said.

A large portion of the students’ experience in Bali included a “Social Innovation Sprint,” where they collaborated with the local Balinese Undiksha students to work on design challenges and possible solutions to major issues that the people of Bali face today.

“We visited a variety of social enterprises and socially responsible organizations around Bali and learned about their history, vision and social impact while participating in activities related to the topic at hand,” Gardner said.

Gardner said his experience in Bali influenced him to pursue a degree in the field of entrepreneurship at FSU.

“Coming into this trip, I was fairly confused on what I wanted to do with my life and honestly felt like I was getting very little out of my college experience,” he said. “Not only did this trip spark my curiosity in the field of social innovation and entrepreneurship, but it opened a new door in my life.”