Catalog Description:

The Virtuous Entrepreneur examines what it means to be authentically virtuous and supports students in developing virtues necessary to accomplish both their personal and social entrepreneurial purposes. The course discovers and scrutinizes the power of our own virtues and challenges ourselves to better understand the forces that cause misalignment between who we are and who we want to be. We emphasize grounded self-awareness and critical thinking skills that yield practical insights and purposeful plans.

Course Learning Outcomes:

Upon completion of the course, students should be able to:

a) L.O. 8.1: Create their own definition of what it means to be authentically virtuous in their social entrepreneurial endeavors and lives more broadly

b) L.O. 8.2: Identify and describe their fatal virtues and complimentary virtues that will impact their success as social entrepreneurs and leaders

c) L.O. 8.3: Practice self-awareness of their own leadership within their social entrepreneurial endeavors by creating a LeaderShape and their corresponding self-assessment

d) L.O. 8.4: Design and apply three transformation experiments to gain familiarity with the process of self-assessment, improvement, and reflection upon their virtues to improve their capacity as social entrepreneurs

e) L.O. 8.5: Create a working definition of discernment and apply it to their own lives and social entrepreneurial endeavors

f) L.O. 8.6: Create a working definition of freedom and apply it to their own lives and social entrepreneurial endeavors

Students will demonstrate that they have met these objectives through research assignments, course projects, and written assignments.

Expectations

Because all aspects of our curriculum are interrelated and purposefully integrated, and because each of us is vital to our learning community, all students are expected to be present in class every week. Being “present” means not only physically sharing space but engaging without distraction in the
happenings of the group. Individuals who cannot commit to consistent presence are warmly welcomed as observers. Breaks will be interspersed within each class time so that students can “push pause” on VE and check-in on devices, grab a breath of fresh air, or snag some sustenance. Students with exceptional challenges related to attendance or focus should speak early and often with Angela about needs and expectations.

We expect all participants to engage one another with open-hearted compassion and open-minded curiosity. Under these conditions, all other shared expectations can be discovered and pursued together.

**Reading List**

There is no required textbook. Readings for each class session are included in the syllabus. Recommended reading is included below.

The following books are pre-approved as bases for Depth Papers. They are also listed in the syllabus during the week when we introduce the related theme (though students are encouraged to read them at any time):

- **Aftermath: The Unintended Consequences of Public Policies.** Cato Institute.
- **Ariely, D. (2012). The (honest) truth about dishonesty.** Harper Audio
- **Kronman, A. T. (2007). Education’s end: Why our colleges and universities have given up on the meaning of life.** Yale University Press.
Course Requirements:

Students can choose among several challenges, each worth a maximum number of points, in order to earn the grade to which they aspire. Assignments include:

Journal/Blog: Students can earn up to 5 points for up to 10 journal or blog entries that are completed within the week after they are assigned (that is, a journal reflection about one class-time’s theme must be completed before the next class-time in order to receive full points). A student completing all journal entries, each within a week after it is assigned, can earn a maximum of 50 points. Students earn 2.5 points each for journal entries completed more than a week after they are assigned. Suggested prompts for journal/blog entries are provided each week in the syllabus.

Depth Papers: Students may write up to three papers that “dig deeper” into a VE theme by synthesizing insights from a book with insights from class. Recommended books are listed above and also in the course schedule where particular books are aligned with particular class-time topics. Students are welcome to propose for advance approval any different book upon which to base a Depth Paper. The first (or only) draft of each Depth Paper submitted can earn a maximum of 20 points. Students who revise a first draft (based on faculty feedback) can earn a maximum of 20 points for the final iteration in addition to the 20 max points for the draft.

Final Synthesis Project: Students can propose a final project that synthesizes insights from VE. Students are encouraged to imagine especially creative modes of communicating what they have learned and/or to apply insights from class explicitly to their social entrepreneurial venture or change-making vision. Final Synthesis Project proposals should include criteria for assessment and can request up to 30 points.

Grade Breakdown

Each student’s final grade is based on the final average for the course requirements as compared to the university grade scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum - Maximum</th>
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<tr>
<td>A</td>
<td>93 - 100</td>
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<td>A-</td>
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<td>B</td>
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<td>C</td>
<td>73 - 76</td>
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Students are free to earn points with any combination of assignments. For example, a student who aspires to earning 80 points might complete 10 journal entries the week they are assigned (max 50 pts) and a Final Synthesis project (max 30 pts); or, to earn those 80 points she might complete 2 Depth papers, submitting a draft and final version of each; or, she may complete 4 journal entries at the end of the semester (max 10 pts), complete a first and final draft of one Depth Paper (max 40 pts), and complete a Synthesis Project (max 30 points). Any combination of assignments is acceptable and at the end of the semester each student will provide a brief summary of work submitted to ensure it is all accounted for.

Note that students will only earn maximum points by producing excellent work. A “C” level Depth Paper draft would receive 15 out of the possible 20 points, for example.

Active engagement in the course is not optional. A student who does not make every effort to attend and participate constructively in every class cannot pass the course regardless of what additional work they complete. Necessary absences, then, must be discussed with the professor (in advance of the absence, if possible).

**Extra credit is not applicable or available in this course.**

**Overview of Course Schedule and Assignments**

<table>
<thead>
<tr>
<th>Week 1</th>
<th><strong>What Does It Mean to Be Authentically Virtuous?</strong></th>
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<td></td>
<td><em>Suggested Journal Prompt:</em> Reflect on C.S. Lewis’ comment that, “Not to be, but to seem, virtuous—it is a formula whose utility we all discovered in the nursery.”</td>
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<tr>
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<td><em>Recommended Reading:</em></td>
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<td></td>
<td><em>Aftermath: The Unintended Consequences of Public Policies.</em> Cato Institute.</td>
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<tr>
<td>Week 2</td>
<td><strong>OUR VIRTUES AND THEIR ORIGIN STORIES</strong></td>
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<td><em>Suggested Journal Prompt:</em> Write a poem about the origin of one of your virtues. For inspiration, the poems discussed in class are available on Google Drive.</td>
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<tr>
<th>Week 3</th>
<th><strong>FATAL VIRTUES, COMPLEMENTARY VIRTUES AND TRANSFORMATION EXPERIMENT #1</strong></th>
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<td><em>Suggested Journal Prompt:</em> Recall a time when one of your virtues caused unintended negative consequences. Can you imagine a complementary virtue that could have mitigated this outcome? Is there a virtue you might cultivate to “complement” a virtue that is potentially “fatal”?</td>
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<td><em>Recommended Reading:</em></td>
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| Week 4 | **MASTER COURSE - TBD** |

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<tr>
<th>Week 5</th>
<th><strong>TRANSFORMATION EXPERIMENT DEBRIEF AND LEADERSHAPE ASSESSMENTS</strong></th>
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<td><em>Suggested Journal Prompt:</em> Draw and label your “LeaderShape” of virtues and draw your self-assessment within that shape. How do you plan to grow so that your “actual” shape better conforms to your “aspired” shape? Be as explicit as you can about how you might cultivate a particular virtue and observe your growth.</td>
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<tr>
<th>Week 5</th>
<th><strong>OBSTACLES TO AUTHENTIC VIRTUE --TEMPTATION</strong></th>
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<td><em>Suggested Journal Prompt:</em> How are your personal temptations “tailored” to you? What might be the impact of becoming more resistant to these temptations? More vulnerable?</td>
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<td><em>Recommended Reading:</em></td>
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<tr>
<th>Week 6</th>
<th><strong>RESISTING TEMPTATION, AND TRANSFORMATION EXPERIMENT #2</strong></th>
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<td><em>Suggested Journal Prompt:</em> Explain the purpose and design of your second Transformation Experiment. Following the experiment, reflect on the experience and any impact.</td>
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<td>Week 7</td>
<td><strong>Watson Spring Break—No Class</strong></td>
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<td>Week 8</td>
<td>TBA</td>
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<td>Week 9</td>
<td><strong>What Does Gotham Need Me To Be?</strong></td>
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<td><em>Suggested Journal Prompt:</em> What/where is your Gotham? What does your Gotham need you to be? What might you need to learn, or how might you need to grow, in order to be equipped to be what your Gotham needs you to be?</td>
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<tr>
<td>Week 10</td>
<td><strong>Masked Crusaders?</strong></td>
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<td><em>Suggested Journal Prompt:</em> What masks do you wear or what theatrics do you perform? In what ways do these enhance or detract from your authenticity?</td>
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<td><em>note: it might be wise to submit Synthesis Project proposals by this week!</em></td>
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<tr>
<td>Week 11</td>
<td><strong>Always Let Your Conscience Be Your Guide?</strong></td>
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<td><em>Suggested Journal Prompt:</em> In what ways does your conscience “test your will” and “test your faith”? Does this relate to authenticity?</td>
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<tr>
<td>Week 12</td>
<td><strong>Making Authentic Decisions: Discernment</strong></td>
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<td><em>Suggested Journal Prompt:</em> Is there a particular decision you want to make? How might you prepare and/or proceed to make this decision? Is it helpful to apply any of the tools, principles or procedures discussed in class?</td>
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### Recommended Reading:


### Week 13

**FREEDOM**

*Suggested Journal Prompt:* Reflect on Foucault’s phrase about “patient labor giving form to our impatience for liberty”. How might you connect the idea of freedom to other themes from throughout the semester?

*Recommended Reading:*


### Week 14

**FINAL CLASS! LOOKING BACK AND LOOKING FORWARD!**
Appendix A:

Watson Institute at Lynn University
MISSION, VISION, GOALS AND LEARNING OUTCOMES

MISSION:
Watson Institute’s mission is to design and deliver a degree that maximizes the positive social impact students and alumni can create throughout their lifetimes.

VISION:
Watson Institute at Lynn University aims to unleash next generation talent to solve the toughest social, environmental, and economic challenges facing the world.

GOALS AND STUDENT LEARNING OUTCOMES:
The coursework of Watson Institute is designed to achieve the following goals:

CORE GOALS:

Goal #1: Describe and apply the process of developing and refining a social enterprise idea. Relevant Course: Transformative Entrepreneurship 1: Ideation

L.O. 1.1: Apply design thinking and design research, and how to use various ideation frameworks for establishing the root cause and possible solutions to an issue
L.O. 1.2: Apply rapid prototyping to prototype ideas and test assumptions created in ideation phase.
L.O. 1.3: Discuss peer organizations, current innovations, and their market niche
L.O. 1.4: Analyze social venture marketing tools and messaging, and create a pitch for a social venture
L.O. 1.5: Describe the business model canvas and design a business model canvas for a social venture
L.O. 1.6: Create an in-depth stakeholder map, including bottom up, top down, and middle out stakeholders. Compare and contrast each stakeholder's model
L.O. 1.7: Design a messaging platform for a social venture, including a 1-2 pager, 1 paragraph, and tagline
L.O. 1.8: Create a 180-day strategic plan

Goal #2: Describe key challenges faced during the process of starting a social enterprise and apply the skills of transformative action to overcome those challenges. Relevant Course: The Changemaker 1: Ideation

L.O. 2.1: Identify, describe and apply the principles of transformative action to their own lives and social entrepreneurial endeavors
L.O. 2.2: Describe the principles of positive psychology and apply positive psychology to their social entrepreneurial endeavors
L.O. 2.3: Describe the principles of self-efficacy and design a series of skills and tools to increase their own self-efficacy

L.O. 2.4: Describe common obstacles social entrepreneurs face and practice overcoming those obstacles

L.O. 2.5: Apply the principles of transformative action to build broad-reaching coalitions of partners

L.O. 2.6: Practice the skill of resourcefulness to begin the social entrepreneurial process in a resource limited environment

**Goal #3: Practice and apply a set of foundational hard skills necessary for starting a social enterprise. Relevant Course: Lab 1**

L.O. 3.1: Employ and apply key functions of Excel towards the development of a social venture

L.O. 3.2: Employ and apply web design software to create a website for a social venture

L.O. 3.3: Practice strategic planning and design a strategic plan for a social venture

L.O. 3.4: Design goals using the SMART framework and practice managing their time effectively to achieve those goals

L.O. 3.5: Identify and analyze their target market

L.O. 3.6: Describe and practice the process of turning an idea into a social enterprise

L.O. 3.7: Identify and apply available resources for self-directed learning

L.O. 3.8: Identify the key legal issues faced by startup social enterprises and apply available legal resources

L.O. 3.9: Practice strategies for effective oral and written communications

L.O. 3.10: Practice strategies of effective networking and building alliances

L.O. 3.11: Describe and create a founders’ agreement

L.O. 3.12: Practice soft skills of relationship/partnership building

L.O. 3.13: Practice basic financial modeling

L.O. 3.14: Practice and apply graphic design tools towards a social venture

**Goal #4: Describe the goal setting process and practice creating and achieving goals relevant to the progress of a social enterprise. Relevant Courses: Lab 2-3, Lab 5-6, Lab 8-9, Lab 10-11**

L.O. 4.1: Design ambitious and achievable goals aimed at progressing a social venture

L.O. 4.2: Complete the goals they set and demonstrate progress made in a social venture
Goal #5: Practice working collaboratively with peers to overcome common challenges faced by their peers during the process of starting a social enterprise. Relevant Courses: Lab 2-3, Lab 5-6, Lab 8-9, Lab 10-11

L.O. 5.1: Practice alongside peers collaboratively solving problems faced by their peers which are common to many startup social enterprises

L.O. 5.2: Analyze common problems faced by startup social enterprises

Goal #6: Practice building relationships and meeting with mentors, engaging mentors, following up with mentors, thanking mentors and maximizing the value of mentors’ time. Relevant Courses: Lab 2-3, Lab 5-6, Lab 8-9, Lab 10-11

L.O. 6.1: Create lasting relationships with mentors relevant to a social enterprise

L.O. 6.2: Practice effectively engaging a team of advisors to work through individualized challenges faced in the development of a social enterprise

L.O. 6.3: Practice the skills of relationship building necessary for forming a coalition of partners, mentors, and advisors

Goal #7: Describe, practice and apply a step-by-step methodology to rapidly and systematically validate their business model. Relevant Course: Transformative Entrepreneurship 3: Business Model Validation

L.O. 7.1: Identify the foundational assumptions of a social venture by completing a venture map

L.O. 7.2: Describe and practice a repeatable process for how to do customer discovery

L.O. 7.3: Describe the rapid prototyping process and practice creating 1-2 prototypes of a key element of a social venture

L.O. 7.4: Use real prototypes with real customers

L.O. 7.5: Describe and practice financial modeling for social enterprises

L.O. 7.6: Create a budget and financial model for a social enterprise

L.O. 7.7: Create a break-even analysis of their social enterprise and identify the key cost and financial assumptions of their social enterprise

L.O. 7.8: Create a 3-6 month operating plan

L.O. 7.9: Analyze the foundational assumptions underpinning their venture

Goal #8: Practice and apply the virtues and character traits necessary to accomplish both personal and social entrepreneurial goals. Relevant Course: The Changemaker 2: Virtuous Entrepreneur
L.O. 8.1: Create their own definition of what it means to be authentically virtuous in their social entrepreneurial endeavors and lives more broadly

L.O. 8.2: Identify and describe their fatal virtues and complimentary virtues that will impact their success as social entrepreneurs and leaders

L.O. 8.3: Practice self-awareness of their own leadership within their social entrepreneurial endeavors by creating a LeaderShape and their corresponding self-assessment

L.O. 8.4: Design and apply three transformation experiments to gain familiarity with the process of self-assessment, improvement, and reflection upon their virtues to improve their capacity as social entrepreneurs

L.O. 8.5: Create a working definition of discernment and apply it to their own lives and social entrepreneurial endeavors

L.O. 8.6: Create a working definition of freedom and apply it to their own lives and social entrepreneurial endeavors

Goal #9: Practice and apply a set of hard skills necessary for launching a social enterprise. Relevant Course: Lab 4

L.O. 9.1: Describe and best practices in branding and apply to a social venture

L.O. 9.2: Describe and best practices in search engine optimization and social media marketing and apply to a social venture

L.O. 9.3: Describe best practices in public relations and apply to a social venture

L.O. 9.4: Describe best practices in creating and managing boards and practice by designing and/or building a board for a social venture

L.O. 9.5: Describe best practices in creating and managing an executive team and practice by designing and/or building an executive team for a social venture

L.O. 9.6: Describe best practices in creating an internal and external communication system and practice by designing and/or building a communication system for a social venture

L.O. 9.7: Describe best practices in creating culture and values and practice by designing culture and values for a social venture

L.O. 9.8: Describe best practices in delegation and practice by designing a management process for a social venture

L.O. 9.9: Describe best practices in creating strategic partnerships and practice by designing and/or building a strategic partnership for a social venture

L.O. 9.10: Describe key types of insurance for social enterprises (liability, D&O, key-man) and determine which insurance is necessary for a venture
L.O. 9.11: Identify core competencies and areas to outsource, and then apply by articulating the core competencies and designing an outsourcing strategy for a social venture

L.O. 9.12: Describe the process necessary to establish a legal entity and then create operating agreements, bylaws, and articles of incorporation for a social venture

L.O. 9.13: Describe relevant legal issues, tax requirements, and record keeping necessary and practice by applying to a social venture

L.O. 9.14: Describe best practices in bootstrapping and growth hacking and apply to a social venture

Goal #10: Describe and practice the fundraising process for both for-profit and non-profit social enterprises. Relevant Course: Transformative Entrepreneurship 3: Funder Readiness

L.O. 10.1: Describe what it takes to get from point A (needing money) to point B (successfully closing a round of funding)
L.O. 10.2: Design a one and three-year strategic plan
L.O. 10.3: Describe and practice the elements of being funder ready
L.O. 10.4: Apply the elements of funder readiness to a social venture
L.O. 10.5: Design and implement an action plan to fundraise
L.O. 10.6: Practice asking funders
L.O. 10.7: Describe how to design an evaluation system and appropriate metrics to track the impact of a social enterprise and practice by creating an evaluation system and appropriate metrics for a social venture

Goal #11: Describe best practices in building and strengthening teams for social enterprises and apply those principles to building and strengthening an actual team for a social enterprise. Relevant Course: The Changemaker 3: Transformative Team

L.O. 11.1: Analyze the complexity of leadership and team building within the social entrepreneurial context
L.O. 11.2: Design an organizational roles and responsibilities document and identify gaps in a team that can help inform the creation of a job description
L.O. 11.3: Analyze best practices in compensation scales and apply those principles to designing a compensation scale for their organization
L.O. 11.4: Analyze best practices in recruiting strong candidates, selection, and interviewing and apply those principles to designing a hiring process
L.O. 11.5: Analyze and apply the legal implications of hiring and building a team
L.O. 11.6: Analyze and apply conflict management principles towards building a strong team

L.O. 11.7: Analyze and apply team motivators within a social entrepreneurial team

L.O. 11.8: Describe the functional organization chart tool and apply it to a social entrepreneurial venture to create alignment

L.O. 11.9: Analyze best practices and design a communication system for a startup social enterprise team

**Goal #12: Apply a set of hard skills necessary for growing a social enterprise. Relevant Course: Lab 7**

L.O. 12.1: Compare and contrast best practices in raising capital (investment, grant and donor) and apply to a social venture

L.O. 12.2: Analyze best practices in sales techniques and approaches and apply to a social venture

L.O. 12.3: Analyze best practices in cash flow management and practice by creating a cash flow document for a social venture

L.O. 12.4: Analyze best practices in financial modeling and practice by creating a financial model for a social venture

L.O. 12.5: Describe best practices in unit economics and practice by analyzing the unit economics of a social venture

L.O. 12.6: Analyze best practices in customer relationship management and practice by designing and/or building a customer relationship management system for a social venture

L.O. 12.7: Describe best practices in financial reports and reporting and practice by creating financial reports for a social venture

L.O. 12.8: Describe the concept of and how to calculate customer acquisition costs and practice by analyzing the customer acquisition costs for a social venture

L.O. 12.9: Analyze best practices in creating sales models and practice by designing a sales model for a social venture

L.O. 12.10: Analyze best practices in pre-sales and design a pre-sale strategy for a social venture

L.O. 12.11: Describe the concept of leads and practice by developing a leads list for a social venture

L.O. 12.12: Analyze best practices in customer retention and then apply by designing a customer retention strategy for a social venture

L.O. 12.13: Analyze best practices in customer satisfaction and apply by designing a customer satisfaction strategy for a social venture

L.O. 12.14: Analyze best practices in investor due diligence and apply by completing a mock due diligence process for a social venture
L.O. 12.15: Analyze best practices in negotiation and apply by completing a mock negotiation process relevant to a social venture

Goal #13: Synthesize experiences, entrepreneurial principles, and venture frameworks into the completion of a rigorous, research-backed thesis. Relevant Courses: Transformative Entrepreneurship 4: Thesis

L.O. 13.1: Practice skills in finding and analyzing research
L.O. 13.2: Demonstrate expertise in the field relevant to a social enterprise
L.O. 13.3: Practice grounding the problem and solution a social venture is focused on in evidence, fact, and rigor
L.O. 13.4: Analyze extensively the topic area of a social enterprise
L.O. 13.5: Complete an in depth, evidence backed thesis on a social enterprise
L.O. 13.6: Design an experiential learning process that supplements the evidence-backed thesis with personal experience
L.O. 13.7: Create a thesis advisory committee of topic experts who both serve to help inform the content of the thesis and provide mentorship and guidance throughout the thesis writing process
L.O. 13.8: Debate key concepts in their thesis in front of a panel to verbally reinforce their findings

Goal #14: Complete an in-depth portfolio of his/her past, present, and future to demonstrate understanding and self-awareness of his/her life to date and future trajectory. Relevant Course: The Changemaker 4: Portfolio

L.O. 14.1: Demonstrate a deeper understanding of their lives to date and who they have become through answering a series of in depth questions about their past
L.O. 14.2: Through answering a series of in depth questions about their present, demonstrate a deeper understanding of their current skills, resources, opportunities, and purpose
L.O. 14.3: Through answering a series of in depth questions about their future, demonstrate a deeper understanding of their next steps post-graduation and trajectories as social entrepreneurs and leaders
L.O. 14.4: Create an extensive network of leading social entrepreneurs who can serve as mentors beyond the completion of their degree
L.O. 14.5: Analyze the path they are on and how it ties into their overall life story and describe their purpose and next steps as social entrepreneurs

Goal #15: Apply a set of hard skills necessary for leading a social enterprise. Relevant Course: Lab 10

L.O. 15.1: Analyze best practices in motivating and promoting and apply concepts to a social venture
L.O. 15.2: Analyze best practices in social enterprise management and apply concepts to a social venture

L.O. 15.3: Analyze best practices in managing conflict and practice by simulating managing conflict in a social venture

L.O. 15.5: Practice methods of strengthening self-confidence and esteem and practice in a social venture

L.O. 15.6: Analyze best practices in human resources for early stage social enterprises and design a HR strategy for a social venture

L.O. 15.7: Compare and contrast character traits of social entrepreneurs and create a profile of their own personality and character profile as a social entrepreneur

L.O. 15.8: Analyze best practices in constructing teams for social enterprises and apply to a social venture

L.O. 15.9: Analyze best practices in process design, development and workflow and practice by creating and managing a process for a social venture

L.O. 15.10: Describe key concepts in employment law, employee agreements, letters of offer and non-compete agreements within social enterprise and create draft agreements for a social venture

L.O. 15.11: Analyze best practices in leadership and decision making within social enterprise and practice within a social venture