

ENTR 337: Global Entrepreneurship and Innovation: Social Sector Edition-Costa Rica  
4 Credits  
IDEA Institute at Western Washington University

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	*Instructing coaches are part of a special teaching certificate program where they will be participating in a way that has them participate as instructors and participants. They are following the guidance of the lead instructor and unless otherwise noted, have the authority and responsibility of an instructor. Thus, at times they will be leading the class and at others, they will be participating side-by-side with university students. Both are experienced educators.

## Course Overview

### Course Description:

This highly experiential, field-based course takes increasingly deep dives into social ventures including women-empowered coffee businesses, squatter-settlement education, sustainable-community fishing and child physical therapy and leadership development with horses. Learn design thinking, social venture modeling and consulting in this journey of self-discovery. Participants will also be recognized with a joint Global Social Entrepreneurship and Innovation Certificate from the Center for Executive Education at the United Nations mandated University for Peace and the WWU's IDEA Institute.

**Prerequisites:** Acceptance to the program.

**Required Texts:** There is no specific text required for this course.

## Course Information

### Course Goals/Student Learning Outcomes and Objectives

**This course is meant to be a journey of self-discovery and exploration of entrepreneurship and innovation experience in the Costa Rican social sector.**

Students will:

- Build an understanding of the specific experiences of social sector actors in Costa Rica including those in social enterprises, NGOs and communities.
- Understand and practice design thinking (empathy building, problem definition, ideation, prototyping, testing and iterating), empathy deep dives, evidence based entrepreneurship and venture/business modeling all in the inter-cultural context of Costa Rica
- Engage in self-leadership through building an understanding of positive leadership, the theory and practice of well-being and how it all may connect to issues and actors in the social sector.
- Design a custom week of inter-cultural empathy deep dives in a non-US environment

## Grading: Points and Standards

The following table identifies the amount of points associated with each assignment. All assignments are due at the time indicated in the Course agenda and specific assignment descriptions. Late assignments will not be accepted except in extenuating circumstances and then only at the discretion of the instructor.

All assignments will be described in detail in class.

Assignment	Comment	Points
Final Team Project	Culminating in a presentation to a social enterprise in Costa Rica	30 points
Final 3 <sup>rd</sup> Week Project (individual or team)	This is work from the 3 <sup>rd</sup> custom week	30 points
Daily Journal Writes and Learning Journey Video and Pictures	10 days of description and reflection for the journal and a video/picture set that captures the learning journey during the three weeks.	40 points
Professionalism	This can raise or lower your grade based on attendance, team performance and contribution to class.	+/- 100 points

<b>A</b> 94-100%	<b>B+</b> 87-89%	<b>C+</b> 77-79%	<b>D+</b> 67-69%	<b>F</b> 59 & below
<b>A-</b> 90-93%	<b>B</b> 83-86%	<b>C</b> 73-76%	<b>D</b> 63-66%	
	<b>B-</b> 80-82%	<b>C-</b> 70-72%	<b>D-</b> 60-62%	

## Team Grades

Multiple assignments are team based. Peer evaluation tools will be used that will impact individual grades. Teams may petition the instructor to remove non-participating team members from the team. The instructor has full discretion to approve this and decide upon the consequences up to and including failure of the assignment by the individual.

## Grading Attendance and Participation

Successful real world people show up and engage. And if they don't their reputation and the credibility goes down. Attendance and participation is expected and required. This course is highly experiential and a great deal of learning comes from showing up. Tardiness and lack of prepared participation may result in counting as a full or partial missed class according to the instructor's discretion. Each day/partial day missed can result in up to a 15 point reduction in your grade.

If you are showing signs of flu (i.e. fever, sore throat, cough) you are encouraged not to attend class but again, notify the instructor before class. Accommodations will be made and appropriate replacement work provided.

From the WWU course catalog, 2009

*“Course attendance normally is required by the instructor. Any student who fails to attend the first meeting of a course may be required to drop it if another student, previously unable to register for the course due to enrollment limitations, seeks admission.*

*A student absent from any exam or class activity through sickness or other cause judged by the instructor to be unavoidable shall be given an opportunity to take a rescheduled exam or make up the class assignment in a timely manner agreed upon by the instructor (see Leaves of Absence). Examples of unavoidable cause may include participation in University-sponsored activities such as debating contests, musical or theatrical performances, or intercollegiate athletic competition.*

*University policy does not allow a student to attend a class without formally being registered for it. It is the student's responsibility to ensure that he or she is properly registered for each course.”*

## Course Policies

It is critical to know that all Western Policies Apply to WWU Students while studying abroad!

### Student Rights and Responsibilities

In this course, students are held responsible for upholding all aspects of [Western's Academic Honesty Policy and Procedure](#), and the [Student Rights and Responsibilities Code](#).

**Attendance and Participation.** See “Grading Attendance and Participation” section above.

**Academic Integrity:** For students, *academic integrity* means challenging yourself, doing your own work, giving credit whenever you use the work of others striving for excellence, taking risks, and learning from your mistakes. It boils down to caring about your schoolwork and always being honest in carrying it out. It is understood that you come to WWU and this class with integrity (ignorance is not an excuse). Academic integrity and honesty can be challenging due to such things as stress, procrastination, ignorance, confusion, bad advice, and bad choices. Make good choices: de-stress, plan well, seek guidance and stay informed.

With all of this said, strict standards of academic honesty will be enforced in this classroom. Plagiarism and cheating will not be tolerated. Plagiarism occurs when you present someone else's (including a scholar or fellow student) work as your own. Paraphrasing and citing that information is expected. Copying and pasting information from the Internet in your assignments is NOT acceptable and constitutes cheating. If the assignment is graded on an individual basis, you should not collaborate with other students. Cheating on quizzes or exams (by sharing answers, looking at someone else's work, etc.) is not acceptable. “Whistle blowing” about plagiarism or cheating is welcomed and whistleblowers' identities will be kept anonymous.

So to help you keep your integrity and good reputation intact, there are resources to help you:

- [WWU's Integrity Website](#): Provides information you need, including why integrity is important, how to promote it, as well as types of academic dishonesty and how to avoid them, *particularly plagiarism*.
- [Appendix D of the WWU Catalog](#): It contains the policy requiring academic integrity, examples of academic dishonesty, and the procedures for violations of academic honesty.
- [APA \(or other\) style manual](#): Please refer to a style manual or a number of online resources for appropriate citation formats.

See your instructor or coach if you have any concerns or questions about academic integrity regarding yourself or your classmates. We

*are here to help.* An ounce of prevention is worth a pound of cure, especially where penalties (e.g., failing an assignment or the course entirely) and one's reputation (e.g., your academic record with the Provost's office) are at stake.

**Respectful Environment:** This course requires an environment that promotes open discussion of issues; personal attacks and disrespect for others' opinions hamper that goal. We will encounter and analyze viewpoints that may be controversial, even unpopular. In a class such as this, respectful disagreement is expected and encouraged - but focus on arguments, not on people. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion, and to set reasonable limits on the manner in which they and their students express opinions.

WWU is committed to an environment free of discrimination and harassment. Federal and State laws, as well as University policies, protect faculty, staff, and students against discrimination based on the following legally protected characteristics: Race, Color, Creed, Religion, National Origin, Sex (including pregnancy and parenting status), Age, Disability, Marital Status, Sexual Orientation, Gender Identity and Expression, Genetic Information and Veteran Status (See <http://www.wvu.edu/eoo> and Western's Policies on Providing Equal Opportunity and Nondiscrimination and Preventing Sexual Harassment for more info). If you have any concerns regarding respect within the classroom please feel free to discuss the situation with your instructor or coach.

### **Classroom Safety, Classroom Emergencies**

If during class an emergency arises in this classroom, building or vicinity, your instructor may inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing emergency evacuation routes from this classroom.

**Reasonable Accommodation:** Western is committed to equal opportunity and non-discrimination in all programs and activities. Reasonable accommodation for persons with documented disabilities should be established within the first week of class. Requests for accommodation or assistance should be directed to Disability Resources for Students located in Old Main 110; additional information is available at: <http://www.wvu.edu/depts/drs/> Telephone: 650-3083 / Email: [drs@wvu.edu](mailto:drs@wvu.edu)

**Technology Use in the Classroom:** We will use technology in the classroom and the expectation is for all to use it in an appropriate professional manner. The instructor can restrict or require the use of technology at any time including laptops, phones, computers, tablets etc.

**Incompletes:** Incompletes will only be given in cases of documented, extenuating circumstances and are up to the instructor's discretion. You need to discuss arrangements with your instructor *as soon as you realize* you need to take an incomplete in the course. Incompletes will not be granted after the last day of class.

**\*NOTE: This itinerary is a draft. Logistics are still in production and details are subject to change**

Day	Morning	Afternoon
<p><i>BEFORE YOU LEAVE</i></p>	<p><b><u>Course Preparation</u></b></p> <ul style="list-style-type: none"> <li>• <b>TO DO-Prior to leaving</b>, please complete the following two inventories and send Dr. S the results via email (art.sherwood@wwu.edu). I will not share your results with anyone although I will encourage you to share as much as you are willing on the first day of class and beyond.</li> </ul> <p>Register and Log-in <a href="https://www.authentic happiness.sas.upenn.edu/home">https://www.authentic happiness.sas.upenn.edu/home</a></p> <p>This will take you to the UPENN site where you can register with the Positive Psychology web site. Then, I want you to fill out...</p> <p>the 1) VIA Survey of Character Strengths-Measures 24 Character Strengths and 2) PERMA</p> <p>You will find these in "Questionnaires". Be sure to take these two (not others that are similarly labelled).</p> <p>It will take up to 30 minutes to do so (240 questions!). Please answer them for how you ARE rather than how you WISH you were. Otherwise, the results will be less than accurate.</p> <p>NOTE: There are all sorts of other interesting surveys/inventories/"tests" there that you can take.</p>	
<p><i>Fri, June 21</i></p>	<p>Travel Day. Last year most traveled on "red-eye" flights (hotel stay is not included if arriving June 21<sup>st</sup>)</p>	
<p><i>Sat, June 22</i></p>	<p>Morning Arrival &amp; airport pick-up Breakfast on the way to the hotel. Rest! Explore!</p> <p>Ciudad Colon: <a href="https://www.govisitcostarica.com/region/city.asp?cid=227">https://www.govisitcostarica.com/region/city.asp?cid=227</a></p>	<p>Group dinner and community building at the hotel Let's cook together!</p>
<p><i>Sun, June 23</i></p>	<p><b>UPeace: UN-mandated University for Peace</b></p> <ul style="list-style-type: none"> <li>• Welcome to UPEACE and overview of week</li> <li>• Guidelines for Engagement</li> <li>• Background on UPEACE</li> </ul>	<p><b>Positive Leadership</b></p> <p>This half-day workshop will boil down a 3-day professional development program that we offer at the UPEACE Centre for Executive Education. We'll cover:</p>

	<ul style="list-style-type: none"> <li>• Teambuilding and Leadership activities</li> <li>• What is entrepreneurship and innovation? What is the Social Sector?</li> </ul> <p><i>Lunch: UPEACE</i></p>	<ul style="list-style-type: none"> <li>• Positive Psychology – intro to PERMA, and how it relates to organizational leaders</li> <li>• Understanding your conflict resolution style</li> <li>• Finding ‘flow’</li> <li>• Intro to Design Thinking and Venture Modeling and preparation for our first field visit</li> </ul> <p><i>Dinner: Group dinner</i></p>
<p><i>Mon, June 24</i></p>	<p><b>Bean Voyage &amp; Sustainable Coffee Intro</b></p> <p>We’ll spend the day with the new entrepreneurial venture <i>Bean Voyage</i>. Bean Voyage seeks to help women coffee farmers receive fair wages by cutting the middlemen out of the coffee industry. They have established a direct trade model that concentrates not only growing, but also the processing and roasting in the hands of local Costa Rican communities. We’ll visit some of Bean Voyage’s producers, and also hear their story of creation for the business. We will begin to apply design thinking and venture modeling.</p> <p><i>Lunch: Bean Voyage; Dinner: on the way home provided by UPEACE</i></p>	

<p><i>Tues, June 25</i></p>	<p><b>UPeace: Restorative Justice and the Use of Circles -- with Miguel Tello</b>  The workshop will explore the idea of restorative justice as a conflict-resolution technique that can be applied in organizational settings to resolve conflicts or help in times of change. We will learn about the history and fundamentals of the restorative justice concept as compared to criminal justice, and will learn practical approaches for use. After examining concepts of vulnerability and empathy, we'll put circles to use, doing our own circles and establishing strong bonds as a group.</p> <p><i>Lunch: UPEACE</i></p>	<p><b>Empathy Deep Dives</b>  We will dig deeper into design thinking and venture modeling, with an emphasis on conducting progressive <i>empathy deep dives</i>.</p> <p><i>Dinner: Open</i></p>
<p><i>Wed, June 26</i></p>	<p><b>Boy with a Ball</b>  <a href="http://www.boywithaball.com">www.boywithaball.com</a>  BWAB is a global non-profit organization. In Costa Rica, their programs focus on empowering vulnerable communities from within. They use entrepreneurial thinking and ventures to help supplement their grant funding. We will visit an immigrant squatter community where they work, and will then do a 'walk-about' and learn about their educational programs. Finally, we'll visit a small enterprise fighting to take root in this low-income neighborhood.</p> <p><i>Lunch: at Boy with a Ball, prepared by community members</i></p>	<p><b>Boy with a Ball</b>  After experiencing the organization in the morning, in the afternoon we will meet with the Director of Boy with a Ball to get an overview of the organization and its global scope. We'll have a chance to ask questions and learn about the operations, wins, and challenges they face, allowing students a unique and in-depth look into the organization, continuing our deep dive using design thinking and venture modeling.</p> <p><i>Dinner: Open</i></p>
<p><i>Thurs, June 27</i></p>	<p><b>Course work</b></p>	
<p><i>Fri June 28</i></p>	<p><b>EquinoLideres - Horse Therapy/Leadership project</b>  We'll visit a nearby horse farm that offers horse therapy to local children with disabilities. They are a social business, supplementing income with leadership trainings for executives. We will both receive a talk from the founder of this program and have the opportunity to experience the leadership training techniques offered there.  The day's program will include a talk from the founder of EquinoLideres, Gustavo Morataya about his journey as a social entrepreneur and his reasoning for setting up the organization. The goal of this experience is twofold: 1. Personal growth through leadership training with horses; and 2. To learn as much as possible about the structure, purpose, challenges and successes of EquinoLideres. We will continue to develop our work with design thinking and venture modeling with a focus on</p>	

	defining problems and rapid prototyping.	
<i>Sat, June 29</i>	<b>Course work</b>	<b>Flex</b>
<i>Sun, Jun 30</i>	<p><b>Chepe Cletas – downtown San Jose</b>  Most of your time in Costa Rica will be spent outside of urban areas. The capital city of San Jose is the economic, cultural and political heart of the country. With Chepe Cletas, a social enterprise dedicated to revitalizing the downtown area by showing its beauty to both locals and international visitors, we'll do a walking tour and learn a bit of the history of San Jose. The tour will end at an artisanal market great for picking up souvenirs, so bring along a little extra cash!</p>	<p><b>Group activity in the evening – Story Night!</b> 3 rounds of 2 minute stories  <i>Dinner: together at the hotel and arranged by UPEACE; We will order in!</i></p>
<i>Mon, July 1st</i>	<b>Prototyping, group work</b>	
<i>Tues July 2nd</i>	<p><b>Tarcoles Sustainable Fishing Village</b>  On the way to Manuel Antonio, we will spend the day at Tarcoles, a community renowned for its sustainable fishing practices. They have worked with Conservation International to improve practices and form a cooperative structure to safeguard sustainable fishing in their community. They will talk to us about their journey as leaders in the fight for sustainable fishing regulations. Includes hands-on experience on a fishing boat.</p> <p><i>Lunch: at Tarcoles</i></p>	<p><b>Drive to Manuel Antonio</b>  <i>Check into hotel in Manuel Antonio.</i></p> <p><i>Dinner: open</i></p>
<i>Wed, July 3rd</i>	<p><b>Pura Vida Day in Manuel Antonio</b>  This is a free day at that beach! Feel free to go into the beautiful national park for a hike and a swim, to lounge on the beach, or to use this day to try out zip lining or other nearby options.</p> <p><i>Lunch &amp; Dinner: Open</i></p>	
<i>Thurs, July 4th</i>	<p>Team and group work on feedback for EquinoLideres Morning Session. Lab time and preparations.</p>	<p><i>Return to Ciudad Colon</i>  <i>Dinner: Open</i></p>

	<i>Lunch: open in Manuel Antonio before a 1:30pm departure</i>	
<i>Fri, July 5</i>	<b>EquinoLideres – Part 2</b> We will be joined by Gustavo Morataya, and students will present back to him on his organization and feedback on his challenges.	<b>UPEACE: Closing celebration!</b>
<i>Sat, July 6</i>	<b>Transition Day-Departure day</b>	
<i>July 6-July 13</i>	<b>Two Options</b> <b>Option 1: In-country cultural immersion and exploration or entrepreneurship and innovation (extra cost)</b> <b>Option 2: On own, complete research project on culturally specific topic in entrepreneurship and innovation (included)</b>	

**Subject to Change:** Everything on this Syllabus! We won't be held down just because it is written down. Be ready to be flexible as it all rolls out.