

**Enterprising Leadership
Entrepreneurship in the Social Sector
PPS 144S, Fall 2007
Class: Thursdays; 2:50 p.m. – 5:20 p.m.
Sanford Institute: Rubenstein Hall 149**

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Course Overview

Social entrepreneurs are the reformers and revolutionaries, but with a social mission. They make fundamental changes in the way things are done in the social sector. Their visions are bold. They attack the underlying causes of problems, rather than simply treating symptoms. They often reduce needs rather than just meeting them. They seek to create systemic changes and sustainable improvements. Though they may act locally, their actions have the potential to stimulate global improvements in their chosen arenas, whether that is education, health care, economic development, the environment, the arts, or any other social sector field.

J. Gregory Dees, The Meaning of Social Entrepreneurship,

The central goal of *Enterprising Leadership (PPS144s)* is to provide students with the knowledge, analytical perspectives, and skills needed to understand and contribute to our society as social entrepreneurs. Additionally, by class end students will be able to apply the fundamental concepts of “life entrepreneurship” to their own life path in a productive and thoughtful way. Located at the nexus of leadership development, business practice, social contribution, and personal development PPS144s integrates theory and practice. The teaching and learning method is designed to be interactive and experiential.

An innovative spirit has always been important to progress in our society and our lives, and it is even more so today. Social entrepreneurs identify and demonstrate new ways to

create sustainable social benefits by fusing a social mission with innovative business practices. Like the life entrepreneur, they create lives of significance through opportunity recognition, innovation, and action. These entrepreneurial leaders are clear on their values and purpose, are willing to take risk for a worthy pursuit, persist and adapt through challenges, are able to formulate and execute a strategic plan of action, and are highly resourceful in recruiting support for their vision. They are willing to buck the status quo to increase quality of life and embrace innovation every step of the way.

Fundamentally, it is the entrepreneurial spirit that is shaping our future. Social entrepreneurs are pioneers in the way that they tackle today's social problems and choose to live. As we turn to respond to the growing social, economic, and environmental challenges of our times, understanding and *practicing* social entrepreneurship is becoming increasingly important. Similarly, as the world changes so do our lives. By understanding and practicing life entrepreneurship, we increase the chances of creating extraordinary lives – measured by long-term happiness, fulfillment, and contribution – both for ourselves and others. As student leaders, you have a unique opportunity to study and prepare for this new era of challenge and opportunity. To realize your potential as social and life entrepreneurs, you need the tools, experiences, and support to develop as leaders and maximize your capacity as social change agents.

PPS144s Objectives and Outcomes

- Understand the meaning of social entrepreneurship, and develop the skill sets and frameworks necessary to become change agents in public policy issues;
- Strengthen diagnostic, evaluation, and planning skills as social entrepreneurs and within the organizational context to address important social problems;
- Improve practical knowledge and competencies important to personal effectiveness in social innovation and enterprising leadership;
- Develop an understanding of life entrepreneurship and its frameworks and be able to apply it to your own life path;
- Contribute value to the Durham and Duke University communities through enterprising venture projects and other social entrepreneurship activities; and
- Establish vibrant relationships with classmates, contribute to the evolution of the class, and have fun in the process.

PPS144s Outputs

Social Enterprises

Teams of students will define a promising idea and develop a compelling plan that addresses a real problem or opportunity in the Durham or North Carolina communities¹. The objective is to create meaningful learning experiences for yourself and something of enduring and sustainable value for the community. At the end of the semester, each team will present their social enterprise plan to an investment committee for potential investment consideration.

¹ Consideration will also be given to projects outside of Durham and North Carolina though it is preferred that we concentrate our impact regionally. Note that students can also work within the Duke community as long as there is a direct tie with external communities.

Entrepreneurial Life Plans

In addition to the team projects, each student will develop an Entrepreneurial Life Plan based on life entrepreneurship frameworks. This is designed as a reflection exercise, with a tangible written output to assist in future personal and professional decision-making.

Papers

Persuasive writing and communication are critical parts of entrepreneurship and PPS144s. Specific assignments include:

1. A short individual paper and presentation that define and make the case for a promising project idea (one per student, two pages);
2. An enterprising project proposal (one per team, five pages);
3. Project definition, project work plan, and progress report documents that are updated several times during the semester as project management tools (one per team);
4. An enterprising project business plan, 2-3 page executive summary, and one-page summary (one per team, 25 pages plus appendices);
5. A 10-minute business plan presentation (one per team);
6. An Entrepreneurial Life Plan with 2-3 page executive summary; and
7. An individual team assessment that candidly and constructively critiques the performance and contribution of each team member (one per student).

Expectations and Requirements

As a seminar, Enterprising Leadership is not a course to be “taught.” A learning partnership and the development of a class community are essential to a meaningful experience. This is a course where there is a strong correlation between the level of student engagement and the value of the educational experience.

As PPS144s is an intense, entrepreneurial experience, it isn’t for everyone. Some students are over-committed in other activities. In the past, students have been over-whelmed by the workload – especially the creation of an innovative social enterprise. By design, the structure of PPS144s is also fluid and dynamic – therefore, students have to be willing to practice flexibility and what I call “purposeful spontaneity.” Just as we learn about the value of recognizing, assessing, and seizing unexpected opportunities – so too will we practice this in class. The same is true for adapting to unexpected challenges. Students used to a rigid process may feel uncomfortable in this environment. On the other hand, students willing to embrace the entrepreneurial spirit have the potential to create significant educational experiences in PPS144s.

By the end of the semester, a number of students will decide to pilot-test and subsequently launch their projects following the end of the course. Others will decide not to continue with their projects. The PPS144s experience can be very meaningful for both types of students. Importantly, it is also not expected that all student teams will create enterprises from scratch. In fact, a strong emphasis will be placed on sustainability – and

not on creating a new venture for creation's sake. Therefore, strategic partnerships with community organizations may be an important part of the entrepreneurial experience. As you develop your social enterprises and Entrepreneurial Life Plans, Carolyn, David, and I will try to serve as helpful resources. In addition, one or more alumni will help "coach" each team by critiquing plans, brainstorming required resources, and preparing for final presentations.

Finally, for teams deemed ready for scale-up it is my hope to continue the legacy of the "ELI Incubator" including financial grants, coaching, and access to a network of people who are potential resources. In a less formal way, we will advise teams and projects not yet ready for the ELI Incubator on steps needed to be accepted in the future. Past experience indicates that great teams are as important to successful projects as compelling plans.

Class Preparation and Discussion

Given the breadth of the subject matter covered in the course, class discussions will necessarily focus on basic principles and will assume knowledge of the assigned reading material. It is expected that the conversations will flow from student interest in the subject at hand but cold calling should not be unexpected.

Students will make a number of short, spontaneous oral presentations about their projects, the assignments, and the class topics. Time will also regularly be set aside for team meetings.

In addition, any assignment that is explicitly due (according to the assignments listed below) will be due to the Enterprising Leadership digital drop box (found on Bb) before close of business/ COB (defined as midnight for students) on Wednesday.

Syllabus and Assignments

The PPS144s syllabus is a guideline for the course. A folder for each class will be posted on Bb Course Documents that contain the assignment, assignment comments, and discussion questions, class notes, forms, and external links. The weekly assignments in the Bb folder will usually be updated by close of business (COB) on Friday, and they will always override the assignment in the PPS144s Syllabus.

Team Selection Process

Following the individual promising idea presentations early in the semester, students will define their project and team member preferences. Carolyn, David, and I will decide on the final team assignments and try to accommodate students' preferences to the extent possible. Team assignments will be based on the following criteria: student preferences, common or complimentary project interests, class mix, gender mix, and potential team effectiveness.

Class and Team Contribution

As a learning community member, each student is responsible for contributing to the educational experience of the whole class. The class contribution grade will reflect the

quality (not quantity) of contributions to class discussions and also other voluntary activities that enhance the course experience for everyone. Additionally, it is expected that every student will be a full participating member of their team. This will be evaluated regularly by our team, your coach, and your team members at the end of the semester through a confidential assessment (counting for 10% of your total grade)

Guest Speakers

We will frequently invite several guest speakers to our classes. It is especially important that students prepare for these sessions and contribute to a vibrant discussion. The schedule of classes in the syllabus may have to be modified to accommodate the schedules of our guest speakers. In addition, if you have any guest speakers you think would be relevant to the class discussion, or you would like to hear from, please let us know.

The Duke CONVERSATIONS Program

Students are encouraged to take full advantage of the University's CONVERSATIONS program to invite interesting speakers to campus. Participation in these various activities is highly encouraged unless there is an important schedule conflict.

Grades

I will distribute a detailed memorandum that defines my grading criteria and processes. The final grades for the course will be based on the following:

- 25 % Class and team contributions
 - 10% Individual promising idea proposal
 - 10% Team proposal for promising idea
 - 5% Mid-term team and project progress
 - 15% Draft business plan, executive summary, and "one page"
 - 20% Final presentation and business plan
 - 15% Entrepreneurial Life Plan
- 100 % Total

While the class will not be graded on a curve, the final grades will take into consideration the Sanford Institute's guidelines for a class of this type. Hopefully, the personal and community benefits from participating in PPS144s will be as important as the final grades.

Initiative, Evaluation, Feedback, and Coaching

An important part of my role is to be a valuable resource to individual students and to the enterprising project teams. This is also important to Carolyn and David. As this is a social *entrepreneurship* class, it is important that students take the initiative to solicit feedback from our team about personal development, PPS144s performance, and ways to increase contributions to classmates' education.

I will give students structured feedback regarding progress and status at mid semester. I also will encourage students to meet with me after fall break to discuss their progress in the class.

As feedback is a two-way street, I will solicit evaluations and suggestions from students about ways to enhance the course several times during the semester. Also, students will have feedback discussions with their enterprising project teammates several times during the semester.

Reading Assignments and Course Materials

Required texts (can be purchased directly from Amazon)

- Dees, Emerson, Economy. *Strategic Tools for Social Entrepreneurs*
- Collins, Jim. *Good to Great and the Social Sector*
- Porras, Emery, and Thompson. *Success Built to Last: Creating A Life That Matters*
- Bornstein, David. *How to Change the World*

Assigned articles:

- A number of required articles and case studies will be available to students on Bb and are listed below
- In addition, there are a number of optional articles and books listed below as well as an extensive list of helpful resources on Bb. These are designed to provide you with further depth of knowledge in this exciting field. Each of these resources are recommended but not required.
- Finally, each team is encouraged to create a project-related reading list intended to enhance project knowledge and competence for both the individual teams as well as the class as a whole. Such reading lists will earn each team additional credit for their work.

PPS144s Class Schedule, Readings, and Assignments

Aug. 30 Introduction to PPS144s: Creating the Future

Readings:

- Draft of the PPS144s syllabus
- Drucker, Peter. “The Discipline of Innovation” (HBR) (Bb)
- Gerger & Vanourek. Entrepreneurship Primer (Bb)

Assignments:

- *Register for the ELI web site (www.enterprisingleadership.org) and review the success story projects, extracurricular projects, and past PPS144s projects*
- *Start considering promising socially innovative ideas for Durham/ NC communities*
- *Start considering guest speakers you would like to hear from either in class or through the Duke CONVERSATIONS program*

Sept. 6: Social Entrepreneurship, Innovation, and Promising Idea Exploration

- Guest speaker invited

Readings:

- Dees, Greg. “The Meaning of Social Entrepreneurship” (Bb)
- Guclu, Dees, and Anderson. “The Process of Social Entrepreneurship: Creating Opportunities Worthy of Serious Pursuit.” (Bb)
- (Optional) Martin & Osberg. “Social Entrepreneurship: The Case for Definition” (Bb)
- (Optional) Drucker, Peter. “What Business Can Learn From Nonprofits” (HBR) (Bb)

Assignments:

- *Submit two recommendations for syllabus improvement – digital drop box COB Wednesday*
- *Start drafting promising idea proposal (one per student)*
 - *Identify missing data points for promising idea*
- *Optional: submit 1-3 speakers you would like to hear from during the class or in the Duke CONVERSATIONS program*

September 13: Connecting Core Identity with Community Need

- Guest speaker from LCCU invited

Readings:

- Case Study: Latino Community Credit Union (CASE) (Bb)
- Gergen & Vanourek. Introduction – Chapter 3 *Life Entrepreneurs*: (Bb)
- Selected articles from *Nonprofit World* (Bb)
- Selected chapters from *Market Research* (Bb)
- Andreasen, “Backward Market Research” (HBR) (Bb)
- (Optional) O’Toole, *Creating the Good Life*: Introduction – Chapter 2 (On reserve)
- (Optional): Victor Frankl’s *Man Search for Meaning* (On reserve)

Assignments:

- *Complete and Submit Core Identity Activity from Life Entrepreneurs to digital drop box by COB Wednesday (not graded but not submitting will result in an incomplete and negatively impact class contribution grade)*
- *Come prepared to discuss case study*

September 20: Community Meetings in Durham, NC

Readings:

- Articles on the Durham landscape (opportunities, needs, and assets) (Bb)
- Biographies of guest speakers (Bb)
- Independent research on your promising idea

Assignments:

- *Identify key questions to ask community leaders during Durham community visit*
- *Submit draft of promising idea proposal with initial market research complete– optional submission to digital drop box by Wednesday close of business (COB) for discussion during office hours*

September 27: Presentations of Promising Ideas

Readings:

- Collins, Jim. *Good to Great and the Social Sector*
- Gergen & Vanourek. Chapter 4 *Life Entrepreneurs* (Bb)

Assignments:

- *Complete and submit final promising idea in digital drop box by Wednesday COB*
- *Prepare 3 minute presentation on promising idea*

October 4: Team Building and Deciding on the Social Enterprise

Teams announced via email Sunday, September 30

Readings:

- Katzenbach & Smith “The Discipline of Teams” (HBR) (Bb)
- George & Sims “Discovering Your Authentic Leadership” (HBR) (Bb)
- Hurley, Robert. “The Decision to Trust” (HBR) (Bb)
- (Optional) Rock & Schwartz. “The Neuroscience of Leadership” (Bb)

Assignments:

- *Submit team preferences by COB Friday, September 28 (Note: If no team preferences are submitted by COB Friday, September 28th they will not be taken into consideration for team assignments.)*
- *Fill out individual questionnaires for team meeting (personal values, purpose, priorities, interests) – questionnaires can be found on Bb and should be circulated to team members by COB Monday*
- *Team meeting to discuss potential team projects before class: come to class with top 2-3 ideas*

October 11: Mastering the Context & Vision Creation

Readings:

- Dees, Emerson, Economy: Chapter 1 *Strategic Tools for Social Entrepreneurs*
- Case Study: Harlem’s Children Zone (Bridgespan) (Bb)
- Cover article on HCZ in NY Times Magazine 6/20/2004 (Bb)
- Collins & Porras. “Building Your Company’s Vision” (HBR) (Bb)
- (Optional) Harlem Children Zone Business Plan (Bridgespan) (Bb)

Assignments:

- *Decide on team social enterprise*
- *Submit first draft of team’s promising idea with initial market research to digital drop box by Wednesday COB*
- *Draft personal vision statement – optional submission to digital drop box by COB Wednesday for discussion during office hours*
- *Required meeting with team coach and check-in with Carolyn Kent*

October 18: Converting Promising Idea into Social Impact Theory

Readings:

- Dees, Emerson, Economy: Chapter 2 *Strategic Tools for Social Entrepreneurs*
- Gergen & Vanourek, Chapters 5-6 *Life Entrepreneurs* (Bb)
- Case Study: Larkin Street Case Study (Bb)

Assignments:

- *Draft of team's Social Impact Theory (mission, values, and intended outcomes based on market analysis) – submit to digital drop box by Wednesday COB; required distribution to coach.*
- *Draft of Personal Goals and Strategies based on Personal Vision Statement – required submission to digital drop box by COB Wednesday for discussion during office hours*

October 25: Translating Social Impact Theory into Business Model

Guest speaker invited

Readings:

- Bhidé, Amar, “The Questions Every Entrepreneur Must Answer” (Bb)
- Chapters 1, 2, 5, 8, and 10 from David Bornstein *How to Change the World*
- Sample of three-year goals and strategies (Bb)
- Sample of financial projections and operations plans (Bb)

Assignments:

- *Draft of team SWOT Analysis – due to digital drop box COB Wednesday*
- *Draft of team's short and medium term goals and strategies – due to digital drop box COB Wednesday*
- *Draft of operations and financial projections – due to digital drop box COB Wednesday*
- *Required meeting with team coach and check-in with Carolyn Kent to share progress on specific assignments above.*

November 1: Developing a Resource Strategy

- Guest speaker invited

Readings:

- Dees, Emerson, Economy: Chapter 3 *Strategic Tools for Social Entrepreneurs*
- Bradach & Foster: “Should Non-Profits Seek Profits?” (HBR) (Bb)
- Uzzi & Dunlap. “How to Build Your Network” (HBR) (Bb)
- (Optional) Gergen & Vanourek: Chapter 7 *Life Entrepreneurs* (Bb)
- (Optional) Brugmann & Pralahad, “Co-Creating Business’s New Social Compact” (HBR) (Bb)
- (Optional) Billy Shore’s *Revolution of the Heart: A New Strategy for Creating Wealth and Meaningful Change* (On reserve)

Assignments:

- *Develop a resource strategy for your enterprise based on budget and market analysis – optional submission to digital drop box by Wednesday COB for discussion during office hours and meetings with team coach*
- *Draft resource strategy for Entrepreneurial Life Plan – optional submission to digital drop box by Wednesday COB for discussion during office hours*
- *Submit progress report on project including a brief overview of work completed to date, open questions, and perceived challenges – to digital drop box by Wednesday COB*

November 8: Developing an Entrepreneurial Life Plan

- Guest speaker invited

Readings:

- Porras, Emery, Thompson. Chapters 1-4 *Success Built to Last: Creating a Life that Matters*
- Bennis & Thomas. “Crucibles of Leadership” (HBR) (Bb)
- Gergen & Vanourek Chapters 8-Conclusion *Life Entrepreneurs* (Bb)

Assignments:

- *Draft Entrepreneurial Life Plan based on questions and outline due to digital drop box by Wednesday COB*
- *Required meeting with team coach and check-in with Carolyn Kent*

November 15: Writing a Business Plan

- Guest speaker invited

Readings:

- Campbell & Haley. “Business Planning for Nonprofits” (Bridgespan) (Bb)
- Review business plans on file (Bb)

Assignments:

- *Turn in Entrepreneurial Life Plans to digital drop box by Wednesday COB*
- *Start Drafting Business Plan*
- *Required meeting with team coach and check-in with Carolyn Kent*

November 22: THANKSGIVING

NOTE: Use this as an opportunity to make significant progress on your business plans

November 29: Mock Presentations of Business Plans

Readings:

- Conger, Jay. "The Necessary Art of Persuasion" (HBR) (Bb)
- Review sample power-point presentations (Bb)
- (Optional) Root Cause Business Planning Overview (Bb)

Assignment:

- *Prepare to present 10-minute power-point presentation of business plan*
- *Required meeting with team coach and check-in with Carolyn Kent with progress report in hand*

December 6: Final Presentations

Readings:

- None

Assignment:

- *Finalize business plan presentation for investment pitch*
- *Required meeting with team coach and check-in with Carolyn Kent*
- *Optional trial presentation on Wednesday evening, December 5th*
- *Submit final business plan in electronic (digital drop box) and paper form by start of class*

December 6th Evening: Final Celebration Dinner

Final Assignment (Due December 10th COB):

- *Team member assessment form (one per student)*

About the PPS144s Team

David Gastwirth is the Program Analyst for the Hart Leadership Program. A native of Wayne, NJ, David received his Ed.M. in higher education from the Harvard Graduate School of Education and graduated summa cum laude from Duke University with a bachelors degree in Public Policy Studies. David previously served in administrative, research, and teaching capacities at Montclair State University, Fordham University, Duke University, Harvard University, Boston Public Schools, The Institute for Higher Education Policy, and Council for Aid to Education. Most recently, David served as a Policy Fellow at the New England Board of Higher Education in Boston, MA. David's research interests include social marketing, leadership development, higher education policy, and community affairs. Outside of his work at Duke, David is currently developing CollegeQs, an entrepreneurial venture aimed at providing low-cost, high-quality college admissions counseling to America's youth.

Carolyn Kent, the Teaching Assistant for Enterprising Leadership, is a rising Senior at Duke University and will receive a major in International Comparative Studies, a minor in Spanish and a Global Health Certificate. Carolyn went to high school in Chapel Hill and currently lives off campus in Durham. Her interests in community service, public health, and entrepreneurship have led her to explore opportunities in the Durham community as well as abroad. As a Latina student at Duke, Carolyn works closely with El Centro Hispano especially during their community health fairs. This past summer she traveled to Moshi, Tanzania to help an NGO for street children explore and implement a microfinance program. Upon return, Carolyn worked as an Enterprising Leadership intern at the Bridges Pointe Foundation for Sickle Cell Care in Durham. This internship has given her the opportunity to put the skills learned during her time as a PPS 144 student into action by developing a social market research plan for the local non-profit. In addition, Carolyn is the incorporator and Vice President of Kampus Entertainment Group, Inc (www.kegevents.com). Kampus Entertainment Group plans social events for student groups on campus and has helped raise over \$25,000 for charities through student fundraisers. Carolyn is unsure about her plans after graduation but looks forward to the challenge and the multitude of opportunities that are soon to come. Feel free to contact her anytime day or night with concerns, comments, or questions.

Christopher Gergen is a Founding Partner of New Mountain Ventures, LLC and co-author of the forthcoming book *Life Entrepreneurs: Ordinary People Creating Extraordinary Lives* (March 2008 Jossey-Bass). Additionally, Christopher is the co-founder and Board Chairman of SMARTHINKING (www.smarthinking.com), the leading online tutoring provider in the United States—serving over 100,000 students from more than 1,000 universities, colleges, and high schools. Other entrepreneurial ventures include starting the first coffeehouse/bar dedicated to promoting the arts and music in Santiago, Chile and helping to launch the “Entrepreneur Corps” —a national service initiative sponsored by AmeriCorps*VISTA that placed 400 full-time business volunteers for a year of service in over 90 non-profit organizations across the country.

To spark the entrepreneurial imaginations and civic spirit of the next generation of leaders, Christopher started LEAD! a non-profit leadership, entrepreneurship, and service program for high school students in Washington, DC. Now in its twelfth year, LEAD! teaches young people personal leadership and social responsibility through entrepreneurship. To date, the program has contributed over \$25,000 and hundreds of hours of direct service to area non-profits. In addition to teaching the weekly LEAD! class, Christopher regularly speaks to students and groups of business leaders about starting new enterprises and applying an entrepreneurial framework to life and service. He is also a founding board member of E.L. Haynes Public Charter School – a math and science school located in inner-city Washington DC that has been recognized nationally for its outstanding learning culture and academic results.

Further professional experience includes serving as Vice President of New Market Development for K12 Inc. and Chief Operating Officer and Vice President of Business Development and Strategy for New American Schools. Christopher received a Bachelor of Arts with honors from Duke University, a Master's Degree in Public Policy with a focus in education from the George Washington University, and his MBA from Georgetown University. He currently lives with his wife and daughter in Washington, DC.

About New Mountain Ventures

New Mountain Ventures, LLC (NMV) was founded by a team of entrepreneurs with a passion for launching new enterprises and leading teams through entrepreneurial learning experiences. In addition to starting nearly 20 organizations (both for-profit and non-profit, generating over \$100M in revenue and serving thousands of people), NMV's founders have brought their experiences and passion into the classroom—having led workshops, developed leadership curriculum, and taught groups of emerging leaders for the past 10 years.

NMV works with learning organizations at nearly all levels—from high schools and universities to graduate programs and life-long learning/ executive education programs. Students in our programs are exposed to and trained in the art of entrepreneurial leadership and life entrepreneurship. We have developed these programs with the deep belief that long-term professional success, deep social impact, and personal satisfaction can be achieved by grounding one's vision with a plan for realizing and sustaining it. But a sharp vision, a strong strategic plan, and smart execution are insufficient for long-term success. The entrepreneurial journey must also include innovation, creativity, optimism, risk-taking, network building, personal accountability, adaptive persistence, service, and reflection.

Based on these insights, NMV has developed a proprietary leadership development program to build entrepreneurial capacity and capability within high-growth organizations, leadership teams, and individuals. Each of our education partnerships and client engagements is highly customized and focused on producing measurable high-performance results—as well as creating an electric attitude of what is possible.

To learn more please visit us at www.newmountainventures.com