SOCIAL ENTREPRENEURSHIP AND INNOVATION BY DESIGN

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Spring 2017
Tuesdays 4:55 pm to 7:25 pm
WAVE 569
Office hours to be determined

Course Description

This course is designed to help student entrepreneurs and innovators understand and exploit the "revolution in how to innovate." Today's social entrepreneurs and innovators are drowning in dos and don'ts about how to innovate, yet are struggling to use the advice to match the right goals for disrupting the status quo with the right tool, task, and tactic. Well-meaning though the advice might be, it is sometimes based more on proverbs and parables than on evidence and practice.

The deluge of advice is both exhilarating and exhausting, and a sign that revolution in how to innovate is here to stay. However, the challenge in how to innovate today is not too little advice, but too much. And the tough question is not how to map the advice, as I do below, but which advice will lead to the hoped-for social change. Social entrepreneurs and innovators know, for example, that exploring the opportunities for change is important to their work, but need help mapping the terrain ahead. They also know that financing is essential to launching and sustaining their ideas, but need to identify "impact investors" for support and reach out to the crowd. They recognize that their success depends on designing a new combination of ideas, but need help both collecting pieces of the solution and binding them together for maximum effect. They understand that advocacy is central to creating a market for their ideas, but need help framing the message and winning adoption. Finally, they recognize that faithful delivery is critical for changing the status quo as it fights to defeat the challenge.

There is no doubt that the revolution has generated wave upon wave of good advice, not to mention a seemingly inexhaustible inventory of exceptional innovators who are making a difference in the world. Indeed, I now have my own collection of 3,500 exemplars drawn from list upon list of awardees and prizewinners, effective and creative institutions, best-in-class impact investors and crowdsourcers, design thinkers and movement builders, and top-ten lists of every kind.

The challenge is to make sense of all the advice, measure its quality, clarity, and accessibility, and determine its actual social impact. The challenge is also to match the right tool with the right task to achieve the chosen goal. Simply put, innovators need help getting help. The revolution will amount to little more than churn unless social innovators can actually find the insights they need in real time. This course will help entrepreneurs and innovators understand the tasks and tools needed for success, while emphasizing the need for skepticism regarding claims regarding the ultimate value of one particular approach over another.

Course Structure

This course is based on my own effort to sort the flood of advice social entrepreneurs and innovators face. In doing so, I hope to provide a starting point for students to deepen their own expertise in social entrepreneurship and innovation, perhaps even to the point of developing a specialization in one or more of the five goals discussed below.

This sorting system is built on the notion that durable social change depends on (1) five goals for creating disrupting the current social equilibrium, (2) five tools for reaching the goals, and (3) ten tasks for doing so. These goals, tools, and tasks form specific areas of expertise for social entrepreneurs, and can be easily sorted into specific career paths.

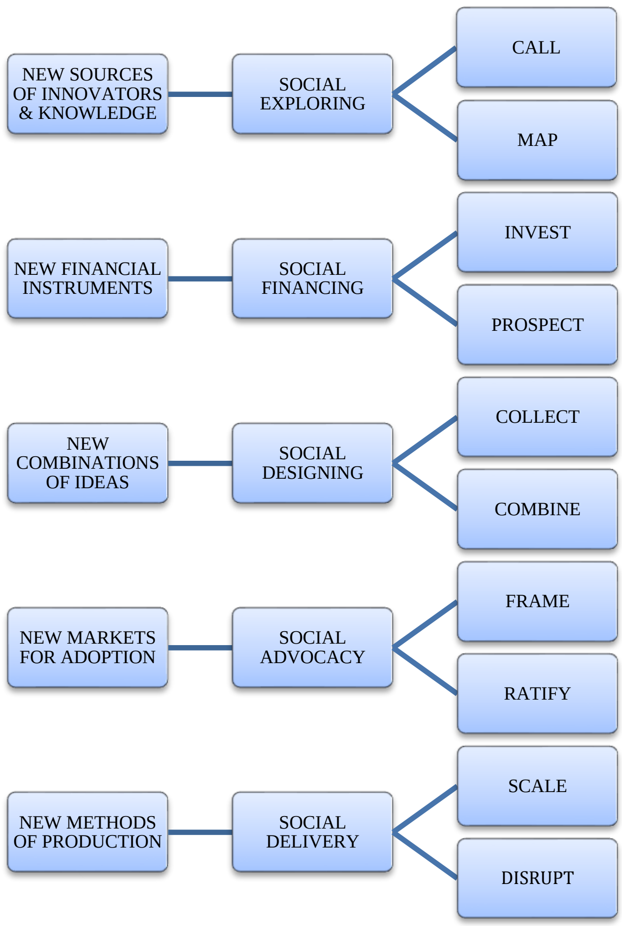
Before turning to course details and the reading schedule, I should emphasize my belief that everyone can make significant contributions in how to innovate. I do not believe that we have too many entrepreneurs and innovators just yet, though there is some evidence even now to suggest that we may be facing a "social-innovation bubble" fashioned by duplication and overlap, under-investment in capacity and collaboration. But I do believe that we do must improve how we innovate to assure faster, more effective innovating. And I also believe that we need a wide range of talent and interest to create the innovations in exploring, financing, designing, advocating, and delivering social change. Absent disciplined and innovative methods in how to innovate, I do not believe the innovation will come soon enough to avoid irreversible damage in the world that should have been.

Building on Joseph A. Schumpeter's work, social entrepreneurs and innovators pursue one or more of five different goals for what he called the "creative destruction" that changes the prevailing economic equilibrium: (1) developing new supplies of entrepreneurs and innovators and knowledge, (2) establishing new financial instruments for investing and prospecting, (3) designing new combinations of ideas for solving a problem, (4) creating new markets for adoption, and (5) introducing new methods of production and distribution.

These goals are often linked to economic renewal, but are easily adapted to social change. The difference is not so much in the means, but in the ends.

- Economic entrepreneurs and innovators are primarily motivated by financial gain as they pursue new sources of material and half-finished goods to reduce costs; new industrial structures to strengthen competition and break monopolies; new products or species of existing products to generate demand; new markets to increase sales and profit; and new production methods to lower costs and increase quality, and meet demand. Thus, much as they build social responsibility, “shared value,” and triple bottom lines into everything they do, they cannot do good unless they do well.

- In contrast, social entrepreneurs and innovators are primary motivated by social good as they seek new sources of knowledge to focus their energy on what some call the “root cause” of the injury at hand; new financing structures to align investments with social mission; new products or species of existing products to generate greater effects; new markets to support adoption and ratification; and new production methods to achieve social impact on time and on budget. Thus, as much as social entrepreneurs and innovators embrace patient funding, impact investing, and enterprising returns, they cannot do well unless they do good.



Once organized into five goals, this course focuses specifically on (1) the five tools entrepreneurs and innovators use to achieve the goals, and (3) the ten tasks that lead toward social change. Although the metaphor of tools and tasks are somewhat of a convenience, even contrivance, for organizing the revolution in how to innovate by category, they do remind social entrepreneurs and innovators that every tool is not a hammer, and, therefore, every task is not a nail.

1. <u>Social exploring</u> is the primary tool used to (1) call new entrepreneurs and innovators to engage in changing the social equilibrium, and (2) map potential opportunities for impact, hazards, and the causes that created the need for innovation in the first place.

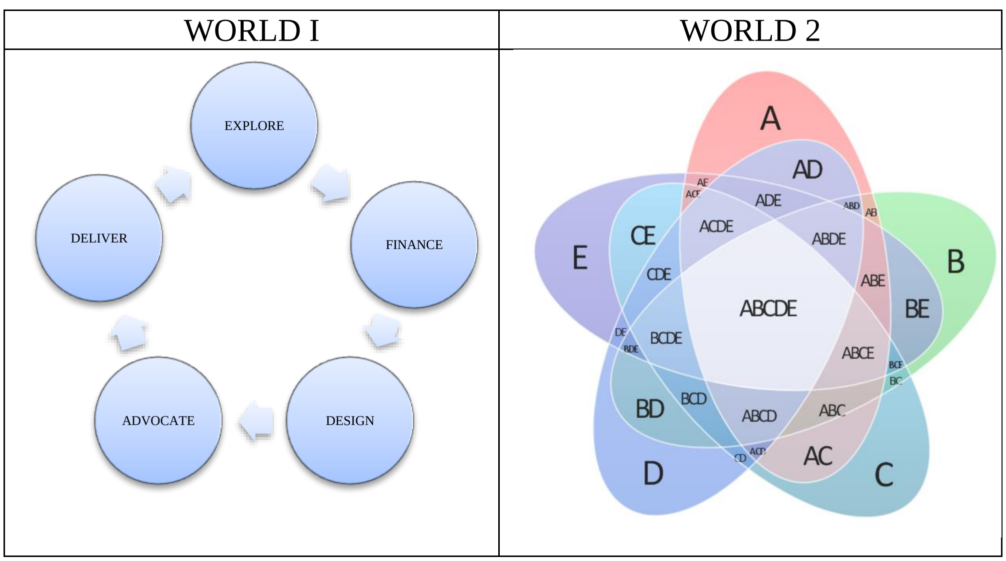
2. <u>Social financing</u> is the primary tool used to (1) entice investors to support their social change, and (2) prospect for investments and support through fundraising, blending profit and social impact, and building their reputations to attract support.

3. Social designing is the primary tool to (1) collect ideas that might contribute to an effective solution, and (2) combine the ideas into specific interventions that can be prototyped, stressed, and deliberately “failed” before launch.

4. Social advocacy is the primary tool used for to (1) frame messages that will create and sustain market pressure, and (2) ratify the solutions as needed through laws, regulations, and judicial action.

5. Social delivery is the primary tool needed to (1) scale social innovations from initial launch toward sustained impact, and (2) produce sustained effecting through organizational excellence, robustness, and grit.

It is important to note that these tools are not use in any specific order, and some are never used toward social change at all. The key to change is to focus on the right task with the right tool to achieve the right goal. Innovators often tell me that tradition process models that imagine a step-by-step drive to impact do not work well for the messing world of social entrepreneurship and innovation. Rather, they often talk about being in more than one place at a time seek change. As such, they are more likely to be in the second world show below than the first.



Social entrepreneurs and innovators can and do mix and match tools, tasks, and tactics to create their own innovations in how to innovate. They might use advocacy instead of exploring to produce new supplies of individuals, groups, organizations, and financiers who will join their cause.

The choice among competing goals, tools, and tasks depends on the problem that needs to be solve, not some orderly process. And the choice involves the skills that entrepreneurs and innovations (in whatever form) bring to the effort. Some cases may call for the “strong and often lonely human beings” that many award programs rightly celebrate for their courage, resilience, and “grit”; other cases may require the crowds that come together for a weekend to hack through a problem, or even organizations with innovative personalities. Research has repeatedly shown that teams are good for solving some problems, but a distraction for solving others; that access to scientific knowledge is good for some things, but a distraction or rabbit-hole for others; and that lone wolves are good for producing high-value solutions, albeit it less frequently than teams, but not for abandoning dead-ends quickly. Each case is different. The choice of one kind of social innovator or requires informed evidence.

Grading

Your grade will be based on the following:

1. 75 percent will be divided in equally across three 1,000-word memos described below

2. 25 percent will be based on the body of work you produce in the short memos you turn in over the semester

Course Norms

Full class participation is expected and assumed. If you can't do the reading, tell me why. If you cannot make a class, email me for sure and tell me why. I will show up on time prepared for class, and you will show up on time prepared for class.

All readings are available online at NYUClasses, but please let me know if something is missing or locked. And please let me know if the syllabus is wrong on dates, readings, etc.

Readings

All readings are available on NYUClasses.

Memos

You will be required to write three 1,000 word memos for the course. I believe that the most effective memos combine persuasive content and accessible writing—good content without good writing is confusion, good communication without content is a waste of energy. All memos must be formatted in memo style (to: from: regarding: date), must start with the pronoun "I," and must be based on FIVE credible research sources, including research articles, nonpartisan think-tank reports, government publications, books, and long articles in magazines such as *The New Yorker*, *Atlantic*, *Mother Jones*, etc. Webpages and newspaper articles may be used for information and statistics, but will not be counted as credible research sources. All citations must be placed in endnotes with Arabic numbers to increase the speed and accessibility of your memos; do not place more than one endnote at the end of any sentence, and put a centered Arabic page number at the bottom of each page. Memos will be graded on (1) persuasiveness, (2) case for action, (3) clarity, (4) speed, and (5) proofing. You may address your memo to anyone that you seek to influence.

You will also be required to short weekly memos described in the syllabus. These memos should not exceed 150 words and some will be even shorter. However, the memos and your class participation will constitute a "body of work" that will be graded at the end of the semester.

What follows is an example of a long memo I wrote on for Sen. John Glenn on Post-Traumatic Stress Disorder. (The references are all endnotes that appear at the very end of this syllabus—I cannot stand footnotes and roman numerals; both are speedbumps for me.)

MEMORANDUM

To: Paul C. Light
From: Sen. John Glenn
Re: The Lack of Access to PTSD Treatment for Veterans of War
Date: February 15, 1987

I am writing to explain the problem of unmet demand for Post-Traumatic Stress Disorder (PTSD) treatment for veterans of war. In short, it is a large problem, that appears to be getting worse, has a set of clear causes that can be addressed, and has significant consequences for the nation's health and well-being.

This memo will address the following questions. (1) How big is the unmet demand for PTSD treatment? (2) What is the current trend in the demand, and how do I know that it is growing, staying still, or in decline? (3) What is the cause of the unmet demand? (4) What are the consequences of the unmet demand?

I will now describe the problem in more detail.

1. <u>Size of the Problem</u>. The number of cases of PTSD tracked by the U.S. Department of Veterans Affairs has been rising.[1] Moreover, recent research by the U.S. Centers for Disease Control, and the Alliance of Mental Health Professions confirms the particular problems facing veterans of the Iraq and Afghanistan Wars.[2] We now know that 750,000 veterans of the wars in Iraq and Afghanistan have expressed a desire for initial PTSD screening, but that the average waiting time for a first appointment has increased steadily over the past ten years to 18 weeks on average.[3] A recent Department of Veterans Affairs commission suggests that veterans often give up on treatment during the waiting period.[4]

2. <u>Trend in the Problem</u>. PTSD has only recently been recognized as a serious problem facing veterans. In fact, it has often been belittled as "battle fatigue," or a sign of malingering or fear.[5] We know now that it is a serious form of mental illness. We also know that the number of cases has been increasing largely due to the changing nature of war. According to the National Association of Veterans with PTSD, the number has almost tripled from 1 soldier per 100,000 to 2.8 per 100,000.[6] This statistic clearly shows

that access to adequate treatment is growing, and therefore that the problem is worsening.

3. The Causes of Unmet Demand. The causes of PTSD are well known and are not relevant here—nevertheless, it is useful to note that soldiers do not need to have served in combat positions to experience the horrors of war. Research suggests that PTSD can be the product of many events far from the frontline. [7]

   Although I believe we can do more to prevent PTSD through early intervention in the wake of traumatic events, I intend to focus my work on assuring faster diagnosis and access to treatment once PTSD shows itself in a veteran's life. The causes of unmet demand for screening and treatment are clear in the Department of Veterans Affairs budget and public performance goals.

   - There are not enough mental health professionals to meet demand—the DVA estimates that it needs 6,000 psychiatrists, psychologists, social workers, and other mental health professionals to meet demand, but does not have the resources to hire them.

   - The DVA also reports that it does not have the funding to compete for mental health professionals on pay and benefits. Nor does it have the working conditions or opportunities for advancement that private mental health provides offer.

   - Finally, the DVA reports that retirements of its current mental health workforce have increased in recent years, thereby further exacerbating the problem.

4. The Consequences of Unmet Demand. There are three major consequences unmet demand. First, suicide rates among veterans with PTSD have been rising because access is limited, and, therefore often delayed.[8] Ten percent of Iraq and Afghanistan war veterans commit suicide within the first three years home, while an additional 10 percent engage in anti-social behavior of some kind.

   Second, veterans with PTSD live more stressful lives and are more like to endure long periods of unemployment and divorce. Their economic prospects are limited, and their ability to acquire a good job and contribute to their communities is threatened. The faster they receive treatment, the sooner they can rejoin society.[9]

   Third, veterans with PTSD often become victims of substance abuse. Together, these consequences create an entire class of veterans who suffer great pain after service. This not creates great cost to society, which must bear the effects of such agony, but violates our nation's promise to care for all who serve.

I have chosen to focus on access to care rather than new forms of treatment, early interventions on the battlefield, and pharmaceuticals. All of these would be reasonable options for a broad intervention to prevent, ameliorate, and moderate the effects of PTSD. For now, however, I intend to focus on the simple problem of unmet demand. Veterans must receive help faster—the failure to provide immediate response not only violates our nation's obligation to its veterans, it exposes veterans to greater risk.

(Total word count: 900)

You cannot create the friction you need to push your idea forward without a persuasive memo. Start the memo with the word "I" to claim your authorship and authority, but avoid editorials and drama—let the evidence do the talking; don't tell your reader that a problem is "huge," "horrible," "unbearable," etc.

Then have a friend read your memo for content and speed, read it out loud yourself, push it through a spelling and grammar check, read it out loud to yourself; and always, always proof it. Put page numbers on it and use endnotes with alphanumeric numbers NOT roman numerals. Above all, make it fast. If you would like a perfect example of how speedbumps slow down an argument, see https://www.youtube.com/watch?v=Efi1BB1fTtw. If you would like an example of how even a truck can move fast, see https://www.youtube.com/watch?v=qAkrzEqHHyA.

My point is simple: decision makers won't learn what they won't read. The thicker the memo, the more roman numeral endnotes, the more commas per sentence, the less likely the read. Get the speed-bumps out, give the reader some road signs to follow (headers and sub-headers), and the odds of a read increase exponentially.

COURSE SCHEDULE

I. DEFINITIONS (WEEKS 1 AND 2)

A. SESSION 1 (JANUARY 24): WHAT IS SOCIAL ENTREPRENEURSHIP AND INNOVATION?

BEGIN THINKING ABOUT THE FOUR QUESTIONS YOU MUST ANSWER IN YOUR FIRST MEMO: (1) What problem do you seek to solve? (2) What is the size of the problem AND trend in the problem? (3) What is the primary cause of the problem? (4) What are the consequences of the problem for society? Attach a logic chain outlining the cause-effect relationships embedded in the problem.

A. READINGS

A. Carmen Păunescu, “Current Trends in Social Innovation Research: Social Capital, Corporate Social Responsibility, Impact Measurement,” *Management & Marketing: Challenges for the Knowledge Society*, 2014; pay particular attention to the tables; words matter in this realm, but what do they mean?

B. Johanna Mair, and Ignasi Martı´, “Social entrepreneurship research: A source of explanation, prediction, and delight,” *Journal of World* Business, 2006; an accessible introduction to the difference between social and business entrepreneurship

C. Frank R. Baumgartner, “Some Thoughts on Reform Miracles,” paper presented at the Reform Miracles International Seminar, May 27-28, 2005; relatively short and the most accessible of Baumgartner’s articles; important to understand the general notion; don’t worry about the equation here and there; stick to the general question of whether reform miracles actually exist; this is the essential article for framing your memos and ultimate success as a social entrepreneur and innovator

B. ASSIGNMENT

A. Review the goals, tools, and task framework presented in this syllabus to prepare for the first class.

B. SESSION 2 (JANUARY 31): ENTREPRENEURSHIP/INNOVATION IN ACTION

A. READINGS

A. Grace Davie, "Social Entrepreneurship: The Call for Collective Action," *Organization Development Perspective*, 2011; a strong article about the key assumptions in the term

B. Christian Seelos, and Johanna Mair, "Innovation is not the Holy Grail," *Stanford Social Innovation Review*, Fall 2012; a cautionary note about means and ends

C. Lee Fleming, "Breakthroughs and the 'Long Tail' of Innovation," *MIT Sloan Management Review*, Fall 2007; one of my all-time favorites on the success rates of teams versus "lone wolves"

D. Pino G. Audia, and Christopher I. Rider, "A Garage and an Idea: What More Does an Entrepreneur Need?" *California Management* Review, fall 2005; getting older, but still an accessible piece about the garage-theory of entrepreneurship accessible

B. ASSIGNMENT

A. Come to class prepared to discuss your own workstyle and how it might vary from tool to tool, task to task. Do you have any preferences? Any habits that favor one approach or another, and do you have a preferred place to work? Write a short memo about your own work style that you can discuss with your colleagues and turn in at the end of class.

II. <u>SOCIAL EXPLORING (WEEKS THREE AND FOUR)</u>

A. SESSION 3 (FEBRUARY 7): SOCIAL CALLING

A. READINGS

A. Sarah Drakopoulou Dodd, and Alistar Anderson, "Mumpsimus and the Mything of the Individualistic Entrepreneur," *International Business Journal,* August, 2007; a strong article and new term on why we continue to deify the individual entrepreneur

A. Hessamoddin Sarooghi, Dirk Libaers, and Andrew Burkemper, "Examining the Relationship between Creativity and Innovation: A Meta-Analysis of Organizational, Cultural, and Environmental Factors," *Journal of Business Venturing*, July, 2014; a fresh analysis of how creativity affects innovation with important caveats on when and how the relationship works; creativity is the answer to some kinds of innovation, but not all

B. C. Daniel Batson, Nadia Ahmad, and Jo-Ann Tsang, "Four Motives for Community Involvement," *Journal of Social Issues*, 2002; "pro-social" motivation is the key to social impact, but the type of social motivation involved might matter to durability and success

C. Toyah L. Miller, Matthew G. Grimes, Jeffery S. McMullen, and Timothy J. Vogus, "Venturing for Others with Heart and Head: How Compassion Encourages Social Entrepreneurship," *Academy of Management Review*, October 2012; compassion is the key to social impact, but not necessarily the only spark

B. ASSIGNMENT

A. Go to the NYUClasses folder "Assignment Resources/Attributes/Attributes One by One" and pick one attribute that you believe is of concern for social entrepreneurship and innovation. Read at least two credible, research-based articles in the folder about how the attribute might contribute to social entrepreneurship and innovation. Write a short memo about the attribute that you can discuss with your colleagues and turn in at the end of class.

B. SESSION 4 (FEBRUARY 14): SOCIAL MAPPING

A. READINGS

A. Innovation Network, "Logic Model Workbook," Innovation Network, 2010 (Logic Model Planning); fast introduction on the most widely used methodology used for project planning

B. Geoff Mulgan, "Measuring Social Value," *Stanford Social Innovation Review*, Summer, 2010; a dozen ways to measure, but not always clear that anyone cares until the scandal occurs; focus on his list of methods

C. Elisabeth Schorr, "Broad Evidence for Bigger Impact," *Stanford Social Innovation Review*, Fall, 2012; a short piece on a more ecumenical approach to measuring case and effect

D. Paul N. Bloom, and Gregory Dees, "Cultivate your Ecosystem," *Stanford Social Innovation Review*, Winter, 2008; an article by a dear now-passed friend on the mapping process using ecosystem as the term of focus

B. ASSIGNMENT

A. Develop a logic chain for your own career as a social entrepreneur and innovator. Do not refer to the problem you seek to solve. Rather, take inventory of your own resources, your hoped-for activities, your expected outputs, and the outcomes you will produce. Create an illustration of your personal logic chain that you can discuss with your colleagues and turn in at the end of class.

III. SOCIAL FINANCE (WEEKS FIVE, SIX, and SEVEN)

A. SESSION 5 (FEBRUARY 21)**:** SOCIAL INVESTING

FIRST MEMO DUE: WHAT IS THE PROBLEM?

BEGIN THINKING ABOUT THE FOUR QUESTIONS YOU MUST ADDRESS IN MEMO TWO: (1) What is your proposed solution to the problem you seek to solve? (2) How will your solution address the causes of the problem as outlined in your first memo? (3) Who will resist you in achieving impact, and (4) What is the tool and associated task that you will use.

A. READINGS

A. Sean Greene, *A Short Guide to Impact Investing*, (The Case Foundation, 2014); entire; very quick and accessible analysis

B. Meg Voorhes, and Farzan Hoque, "Unleashing the Potential of U.S. Foundation Endowments: Using Responsible Investment to Strengthen Endowment Oversight and Enhance Impact," US SIF Foundation, 2013; Introduction and Chapters 1-2; feel free to go deeper, but this will give you a sense of just how big or little the potential opportunity for impact might be

C. Paul Brest, and Kelly Born, "When Can Impact Investing Create Real Impact?" *Stanford Social Innovation* Review, Fall 2013; dense but necessary—Brest is a field leader, but get your highlighter ready; it's a slog**;** my apologies but there are important insights in the piece; stop when you get to the responses in this ongoing debate, but read them if you become an impact investor!

D. Clara Miller, and Toni Johnson, "Mission-Aligned Investing: More Complex than It Seems," *Stanford Social Innovation Review*, June 2015; a blog post on the reality of impact investing for the Heron Foundation's $300 million endowment; anyone who thinks this is easy is just plain wrong

B. ASSIGNMENT

A. Go the Global Impact Investing Center's Knowledge Center at https://thegiin.org/knowledge-center/?filters=42&sortby=relevance#search-results and pick a global impact investing example for further analysis (22 are listed once you open the entire list). Spend some time with the investor, investee, and the various home websites and ask how the investor's mission, average investment, mission, and measurement systems. Then ask the same questions about the investee. Write a short memo about what you learn that you can discuss with your colleagues and turn in at the end of class.

B. SESSION 6 (FEBRUARY 28): SOCIAL PROSPECTING

A. READINGS

A. Julie Battilana, Matthew Lee, John Walker, and Cheryl Dorsey, "In Search of the Hybrid Ideal," *Stanford Social Innovation Review*, Summer 2012; a fast introduction to the "hybrid nonprofit"

B. Kim Jonker, "In the Black with BRAC," *Stanford Social Innovation Review*, Winter 2009; a case study of BRAC's heavy dependence on social enterprise with a thoughtful analysis of when and how to structure a social business; BRAC now wants to secure all of its revenues from social enterprise

C. Lee Fleming, and Olav Sorenson, "Financing by and for the Masses," *California Management Review*, January 1, 2016; very short introduction to everything you wanted to know as the crowdfunding industry matures

A. Ryan Carey, ed., *The Effective Altruism Handbook,* Centre for Effective Altruism, 2015; Introduction, Chapters 1-5, 13-17; I'm not entirely sure where this movement is going, but it has taken hold with a furry that suggests a shift in the philosophy of giving; 30 pages of easy reading in total

B. ASSIGNMENT

A. Read Reyna Reed Wasson, "The Future of Prize Philanthropy, Stanford Social Innovation Review, Summer 2016 (on NYUClasses), then visit one or two of the following websites to sample the many fellowships now open for social entrepreneurs: (1) http://ashokau.org/blog/14-social-innovation-fellowships-you-need-to-know/, (2) https://www.profellow.com/fellowships/25-fellowships-for-social-entrepreneurs-globally/, (3) https://pcdnetwork.org/resources/top-resources-for-finding-scholarshipsfellowships-in-social-change-social-entrepreneurship-development-peacebuilding-and-related-fields/, and/or http://www.innov8social.com/2011/10/50-fellowship-programs-for-social. Then identify a fellowship that you think might work for you. Write a short memo on your choice and why you qualify that you can discuss with your colleagues and turn in at the end of class. (Note that the first three lists are relatively fresh, but the innov8social is five years out of date.)

A. SESSION 7 (MARCH 7): CORPORATE SOCIAL RESPONSIBILITY

A. READINGS

A. Yvon Chouinard, Jib Ellison, and Rick Ridgeway, "The Sustainable Economy," *Harvard Business Review*, October 2011; the business case for Corporate Social Responsibility (CSR) as a source of profit, reputation, employee retention, access to capital, and better community relationships

B. Deborah Doane, "The Myth of CSR," *Stanford Social Innovation* Review," Fall 2005; very tough criticism of the "good company" as the answer to the world's problems; short and to the point

C. Carol Moore, *Corporate Social Responsibility and Creating Shared Value: What's the Difference?* Heifer International, 2014; very accessible comparison between the two concept, and not much difference from my perspective—shared value may be more of a way to sell the Michael Porter, and John Kania consulting services at FSG than a new option for social impact; If you wish to read the original piece, it can be found at Michael Porter and John Kania, "Creating Shared Value: How to Reinvent Capitalism and How to Unleash a Wave of Innovation and Growth," *Harvard Business* Review, January/February, 2011

D. Herman Aguinis, and Ante Glavas, "Embedded Versus Peripheral Corporate Social Responsibility: Psychological Foundations," *Industrial and Organizational Psychology*, November 2013; my favorite piece on how to tell the difference between real and false CSR; this is a critical piece for separating truth from fiction, but it's long; read 314 through 319; also sample cases (GE, IBM, and Intel) if you wish.

E. Sarah Sandford, Anne-Claire Pache, and Arthur Gautier, "Donations within Limits," *Stanford Social Innovation Review*, Winter 2016; a case study of Doctors without Borders and its decision to take corporate contributions in certain cases; the question is whether any corporations could measure up to the organization's standards

B. ASSIGNMENT

A. Go to the NYUClasses folder "Assignment Resources/Corporate Social Responsibility/Nike and Other Cases" and pick a case for reading. Is the organization responsible? Why or why not? Is the organization's program a form "greenwashing?" its poor reputation or a recent scandal? Is its CSR embedded or peripheral? Write a short memo about the case that you can discuss with your colleagues and turn in at the end of class. Skip any case that contains only one article.

IV. SOCIAL DESIGN (WEEKS EIGHT, NINE, AND TEN)

A. SESSION 8 (MARCH 21): INTRODUCTION TO DESIGN THINKING

A. READINGS

A. Tim Brown, and Jocelyn Wyatt, "Design Thinking for Social Innovation," *Stanford Social Innovation Review*, September 2010; how to create innovative solutions through a variation of engineering and creativity variation

B. Rikke Friis Dam, and Teo Yu Siang, "Design Thinking: Getting Started with Empathy," Interaction Design Foundation, 2017; very fast, not very deep piece on why and how to use empathy in design; easy read, perhaps too easy?

C. Eva Koppen and Christoph Meinel, "Knowing People: The Empathetic Designer," *Design Philosophy Papers*, April 2012; an introduction to the prevailing wisdom about the role of empathy (knowing people) in design thinking and its weakness as a core attribute of effectiveness.

D. Paul Bloom, "Empathy and Its Discontents," *Trends in Cognitive Sciences*, January 17, 2017; a strong case against empathy as a core concept across a host of fields and decisions; Bloom is the leader of the movement against empathy as a principle of design thinking, charitable giving, and policy decisions; effectiveness should guide choices, not sentiment

B. ASSIGNMENT

A. Read Belinda Parmar, "The Most (and Least) Empathetic Companies," *Harvard Business Review*, November 15, 2015 (on NYUClasses), and pick two companies, one near the top of Parmar's list and the other near the bottom. Learn enough about the organizations to make a case for and against the ratings, then ask whether organizations engaged in social entrepreneurship and innovation would automatically be at the top of Parmar's list. Write a short memo about your answers that you can discuss with your colleagues and turn in at the end of class.

B. SESSION 9 (MARCH 28): COLLECTING IDEAS

SECOND MEMO DUE: WHAT IS YOUR SOLUTION?

BEGIN THINKING ABOUT THE FIVE QUESTIONS YOU MUST ANSWER IN YOUR THIRD AND FINAL MEMO: (1) Assuming that your solution is adopted, what are three important assumptions that will affect its impact? (2) What is the one important assumption that is the most vulnerable to a breakdown? (3) What signpost(s) will you use to alert yourself to an impending breakdown of this important, vulnerable assumption? (4) How will you hedge against the assumption's impending failure?

A. READINGS

A. Henry Chesbrough, "The Era of Open Innovation," *MIT Sloan Management Review*, Spring 2003; a defining piece; *MIT Sloan* says it will take you 24 minutes to get through it, but it won't take long to get the point; Chesbrough is generally considered the founder of the open innovation movement

B. Neil Scott Kleiman and Andrea Coller McAuliff, *Getting to Innovation: How Cities Are Rethinking Municipal Governance*, NYU Wagner Innovation Labs, October 2012; a strong piece on ideation for social change in a number of cities; the piece comes with clear examples of different tools for finding new ideas

C. Kevin C. Desouza & Kendra L. Smith, "Big Data for Social Innovation," *Stanford Social Innovation Review*, Summer 2014; an entirely different take on where to find new ideas, but a similar philosophy for reducing piles upon piles of data into patterns that spark innovation; data will produce the ideas

D. Kevin J. Boudreau, and Karim R. Lakhani, "Using the Crowd as an Innovation Partner," *Harvard Business Review*, April 2013; a basic introduction to the crowdsourcing concept; be sure to consider the "when" and "how" table at page 64; crowdsourcing obviously comes in many flavors; the crowd will produce the ideas

E. Cass R. Sunstein and Reid Hastie, "Making Dumb Groups Smarter," *Harvard Business Review*, December, 2014; important not just for its contrarian view, this article was written by the leading scholar of "nudges" that lead people to do the right thing such as organ donation without a second or even first thought; groups, teams, and co-creation will produce the ideas

B. ASSIGNMENT

A. Go to NYUClasses folder "Assignment Resources/Cause and Effect Cases" and select a subfolder on an issue that concerns you. Read at least two of the articles in the folder (not including newspaper stories) and assess the methodologies and solutions tested. Write a short memo about your findings that you can discuss with your colleagues and turn in at the end of class.

C. SESSION 10 (APRIL 4): COMBINING IDEAS

A. READINGS

A. Satish Nambisan, "Platforms for Collaboration," *Stanford Social Innovation Review,* Summer 2009; the choice of a platform depends on the problem at hand; nice typology about which platforms to use and when

B. Peter Murray, and Steve Ma, "The Promise of Lean Experimentation," *Stanford Social Innovation Review*, Summer 2015; a relatively short article on the new thinking in launching innovative ideas; prototyping is the answer

C. Sasha Dichter, Tom Adams, & Alnoor Ebrahim, "The Power of Lean Data," *Stanford Social Innovation Review*, Winter 2016; think about how we can pull the data in that we need; data is the answer again

D. Roberto Verganti, "The Innovative Power of Criticism: Judgment, Not Ideation is the Key to Breakthroughs," *Harvard Business Review,* January/February; social entrepreneurs and innovators tend to put being nice over being critical, but there are nice ways to be critical. Bit asking tough questions and demanding honest answers is key to successful; tough questions provide the answer

E. James A. Dewar, Carl H. Building, William M. Hix, and Morlie H. Levin, *Assumption Based Planning: A Planning Tool for Very Uncertain Times*, RAND, 1993, summary, chapter 1 and 6; ABP is a way to test your solution BEFORE it is adopted, and prepare to adjust it to prevent disaster; ABP is **NOT** about whether your solution will be funded or adopted, but whether it will work if implemented and what you intend to do about important vulnerable assumptions. I will deduct 10 points from the memo if you defined enactment, funding, or any other form of adoption as an important assumption that could fail. The question again is not whether your solution is adopted, but whether it would work adopted or not.

B. ASSIGNMENT

A. Go to the NYUClasses folder "Assignment Resources/Lean Everything" and pick an area for further exploration. Read at least two articles on your choice and add to the total if you wish. Write a short memo on what you learned that you can discuss with your colleagues and turn in at the end of class.

V. SOCIAL ADVOCACY (WEEKS ELEVEN AND TWELVE)

A. SESSION 11 (APRIL 11): SOCIAL FRAMING

A. Robert B. Cialdini, "The Power of Persuasion: Putting the Science of Influence to Work in Fundraising," Stanford Social Innovation Review, Summer 2003; easy listing of key persuasion approaches

B. Chip Heath, "Loud and Clear: Crafting Messages that Stick—What Nonprofits Can Learn from Urban Legend," *Stanford Social Innovation Review*, Winter 2003; good strong piece (note that Jared's "story" turned out to include crimes that sent him to the highest security prison in the U.S.)

C. Robert Wood Johnson Foundation, *A New Way to Talk About the Social Determinants of Health*, circa 2008; a slide deck on how to reframe the causes of a complex idea

D. Mayer N. Zald, "Making Change: Why Does the Social Sector Need Social Movements," *Stanford Social Innovation Review*, Summer 2004; one of the very few articles I have found in the *Stanford Social Innovation Review* on politics and social pressure; a very good case study about creating friction

E. Manuel Pastor and Rhonda Ortiz, *Making Change: How Social Movements Work-And How to Support Them*, Program for Environmental and Regional Equity at the University of Southern California, 2009; Summary and Chapter IV; an accessible guide to building and sustaining movements; well-worth reading the entire report at some point in the future; the focus in this reading is on organizational capacity

B. ASSIGNMENT

A. Go to the Frameworks Institute and breeze through the e-course titled "Changing the Public Conversation on Social Issues: A Beginners Guide to Strategic Frame Analysis," which is located at http://sfa.frameworksinstitute.org/. Once you are finished, go to the Frameworks homepage at http://www.frameworksinstitute.org and click the "Research on Issues" menu tab and pick an issue that you care about from the pulldown tab. Once you reach the issue, read the first two or three memos about how the issue was reframed for greater persuasion. Come to class prepared to talk about your issue.

B. SESSION 12 (APRIL 18): SOCIAL RATIFICATION

A. READINGS

(I am assuming here that you already have depth in the many tools for securing ratification of innovative ideas through legislation, regulation, and litigation, etc.)

A. Bruce Sievers, "What Civil Society Needs," *Stanford Social Innovation Review*, Fall 2010; should social entrepreneurs and innovators pay more attention to social capital and civic engagement?

B. Robert Putnam, "Bowling Alone: America's Declining Social Capital," *Journal of Democracy*, January 1995; Putnam's first piece on the decline in social capital that preoccupies us to this day

C. Robert Putnam, "Bowling Together," *American Prospect*, February 11, 2002; a much more hopeful assessment of the state of social capital in the wake of the September 11 attacks

D. Thomas Sander and Robert Putnam, "Still Bowling Alone? The Post-9/11 Split," *Journal of Democracy*, January, 2010; a final and disheartening assessment of the continued decline in social capital

E. Melody Barnes & Paul Schmitz, "Community Engagement Matters (Now More Than Ever)," *Stanford Social Innovation Review*, Spring 2016; a call for civic investment with inventories of tools, resources, and examples; the piece may feel out of sync with recent events, but is nonetheless relevant to rebuilding the ratification process

B. ASSIGNMENT

A. Visit http://www.knightfoundation.org/features/civictech/ to explore the rapidly expanding inventory of "civic tech." Pick at least two civic tech organizations and take a closer look at what they do, how they work, and whether they are making any social impact. Spend some time on Google looking for information on the sites you choose and see whether your two organizations are having any effect on civic discourse, government operations, public participation, and so forth. Come to class prepared to discuss.

VI. <u>SOCIAL DELIVERY</u> (WEEKS THIRTEEN AND FOURTEEN)

A. SESSION 13 (APRIL 25): SOCIAL SCALING

A. READINGS

A. Jeffrey Bradach, and Abe Grindle, "Transformative Scale: The Future of Growing What Works: Nine Strategies to Deliver Impact at a Scale that Truly Meets Needs, *Stanford Social Innovation Review*, February 2014; a useful inventory of the options for extending impact; good examples

B. James W. Dearing, "Social Marketing and the Diffusion of Innovations," in D. W. Stewart, ed., *The Handbook of Persuasion and Social Marketing*, 2015; easy, strong chapter on basic notion of how ideas spread

C. Atul Gawande, "Slow Ideas: Some Ideas Spread Fast. How Do You Speed the Ones that Don't?" *New Yorker*, July 29, 2013; a great article on why the use anesthesia spread quickly and antiseptics did not; this is a MUST read

D. Danielle Logue and Melissa Evans, "Across the Digital Divide," *Stanford Social Innovation Review*, Fall 2013; a case study of how One Laptop Per Child changed its diffusion model by listening to its users

B. ASSIGNMENT

A. Read Erica Mills, "Great Mission. Bad Statement," *Stanford Social Innovation Review,* January 15, 2016, and compose a mission statement for your own career in social entrepreneurship and innovation. Do not use more than 10 words. Write a short memo that you can discuss with your colleagues and turn in at the end of class discuss in class.

B. SESSION 14 (MAY 2): SOCIAL DISRUPTION

MEMO THREE DUE

A. READINGS

A. Heather McLeod Grant and Leslie R. Crutchfield, "Creating High-Impact Nonprofits," *Stanford Social Innovation Review*, Fall 2007; an effort to define the characteristics of high-performing organizations

B. Jason Pierce, and Herman Aguinis, "The 'Too-Much-of-a-Good-Thing' Effect in Management," *Journal of Management*, 2013; just breeze through to get the general point of the analysis

C. Marguerite Del Giudice, "Grit Trumps Talent and IQ: A Story Every Parent (and Educator) Should Read," *National Geographic,* October 14, 2014; more accessible story-telling here

D. Jeffrey Aaron Snyder, "Teaching Kids 'Grit' is All the Rage. Here's What's Wrong with It," *The New Republic*, May 6, 2014; a very tough critique of KIPP's effort to teach grit that fits with similar critiques of the teaching empathy

B. ASSIGNMENT

[1] U.S. Department of Veterans Affairs, Annual Census of Mental Health Problems Facing Veterans of War (Washington, D.C.: U.S. Government Printing Office, 2012) 66-71.
[2] Credible, research-based source for a set of stats
[3] Credible, research-based source, webpage, etc. for more stats or trend
[4] Credible, research-based source
[5] Interview with Sen. Glenn, February 14, 2020 (not credible, research based source, but very important in making case
[6] Credible, research-based source
[7] Credible research-based source, webpage, etc.
[8] Credible, research-based source

[9] Credible, research-based source, webpage, etc.