



Version August 29, 2018 – Subject to change

COURSE INFORMATION

Course Number: MGT839
Course Title: Social Entrepreneurship and ‘Systems-led Leadership’
Term and Year: Fall 2018
Class Meeting Time, Day: 2:40PM – 5:40PM, Mondays
Course Location: The course is now in Yale SOM Room 4210

CONTACT INFORMATION

Lecturer	TA(s)
Name: Daniela Papi-Thornton E-mail Address: daniela.papi-thornton@yale.edu Office Hours: Mondays (on class days) 10:30am-12:30pm Office Hours Location: L410 (in the Honest Tea Entrepreneurship Suite)	Name: Maki Tazawa

COURSE MATERIALS

Textbook(s): No textbook required
Readings: See detailed outline of class
Sessions Software: None

COURSE DESCRIPTION AND OBJECTIVES

Course Description:
Fixing our most complicated and entrenched social and environmental problems requires leaders who understand these problems at a systems level and who are prepared to contribute to long-term solutions. We need leaders who have the ability to weave between businesses, governments, non-profits, individual activists, and other actors for social change and whose actions are ‘led’ by systems thinking. This course aims to provide frameworks and case examples to help students on their journey to becoming the leaders we need, leaders who can take action from a place of systems understanding. In this course, students will have the opportunity to apply these tools to their chosen challenge and move them further towards a high-impact career path. For example, by mapping existing solution efforts to their chosen challenge, they will perhaps have identified ideal future employers or uncovered opportunities for new efforts to be built upon and connected to what has already been tried.

This course provides an introduction to systems thinking for social entrepreneurs and the tools to put that thinking into practice. We start by looking at these questions: ‘What is a social entrepreneur?’ ‘What is systems thinking?’ and ‘How can the tools of social entrepreneurship and systems thinking help lead us to more effective social change?’ The rest of the course is framed with guest speakers and practical workshops designed to help students gain the personal leadership skills needed to take ‘systems-led’ actions. In addition to definitions, frameworks, and leadership skills for those looking to have high-impact careers, the course covers practical tools for mapping and understanding systems

which students can put into practice during the course and in their chosen future career paths.

The class consists of readings, case studies, guest speakers, in class activities, lectures, and assignments. Case studies will reflect different aspects of social entrepreneurship and systems leadership, across a variety of industries and systems. Guest speakers will help students understand different examples of systems mapping in practice and different approaches for contributing to systems change while exposing students to a range of sectors and career paths. This process will bring the class in contact with a variety of issues some of which include human rights, implicit bias and diversity, environmental impact, and the ethical implications of organizational decisions. Students will also have the opportunity, via specific in-class activities and their final project, to explore topics and industries of their choice. Admission to the course is open to any student interested in positively affecting social or environmental issues and/or a desire to understand how others have contributed to system change. The course is not limited to those considering entrepreneurship.

Course Objectives:

This course links social entrepreneurship to ‘systems leadership’ as described by Senge et al.¹. ‘Systems leadership’ is leadership beyond the traditional bounds of the firm, particularly in cases where achievement of a firm’s mission requires influencing public policy, social practices, and diffuse stakeholders. Through this lens, the course examines case studies and best practices, introducing students to tools and frameworks useful to practicing social entrepreneurs such as ‘systems mapping’, which is used by the CDC², UNICEF³, and others. The course interprets ‘social entrepreneurship’ to encompass entrepreneurial endeavors that aim “for value in the form of large-scale, transformational benefit that accrues either to a significant segment of society or to society at large.”⁴

At the end of the course, students should understand terms, tools, and tactics related to systems change; be able to take ‘systems-led’ actions towards shifting unhealthy systems; and have new examples of role models from whom to learn.

COURSE REQUIREMENTS

Attendance and Participation	15%
Pre-Class Surveys	25%
Case Study Write-ups	25%
Final Group Project	35%

Please see the Yale SOM Grading Policy at <http://portal.som.yale.edu/page/grading-policy>

¹ Senge, P., Hamilton, H. & Kania, J. The Dawn of System Leadership. *Stanford Social Innovation Review*. 13, 26–33 (2015).

² Centers for Disease Control and Prevention (CDC). (2017). Systems Mapping: The Basics. [Online Video]. 26 October 2017. Available from: <https://www.youtube.com/watch?v=X8RrWXnpGhk>. [Accessed: 25 April 2018].

³ UNICEF. (2009). Child Protection Systems Mapping and Assessment Toolkit: Users’ Guide. Available from: https://www.unicef.org/protection/files/Mapping_and_Assessment_users_guide_Toolkit_En.pdf. [Accessed: 25 April 2018].

⁴ Martin, Roger L., and Sally Osberg. "Social Entrepreneurship: The Case for Definition." *Stanford Social Innovation Review* (2007): 28-39. (8 June 2009), 34-36

DESCRIPTIONS OF ASSIGNMENTS/PROJECTS/PROBLEM SETS

Attendance and Participation (15%): On-time attendance and sufficient preparation for each class is mandatory. Three absences or late arrivals will result in a zero for this portion of the grade.

If you have a disability or other concern that precludes you from participating fully in the course, please let me know in the first week of class. Please note that your appropriate academic unit may excuse absences. For Yale SOM degree candidates, this is the Director or Assistant Director of Academic Support in the AASL. For other degree candidates, the correct unit is typically your Dean's Office.

Pre-Class Surveys & Short Assignments (25%): Classes are preceded by 60-90 minutes of readings and/or videos. These at home assignments are the basis of a weekly pre-class survey (starting with Class 2 and ending with a final survey after the final class). A link to a short pre-class survey will be available on Canvas (in the session's file folder) at least 48 hours before class. Responses to these surveys are due 90 minutes before the start of class (so by 1:10pm each Monday of class). The questions will be used to gauge your thoughts and questions regarding the session's topics. Credit is based on on-time completion of the survey not your answer. Partial completion gets partial credit. Surveys turned in later than the deadline, but still on the same day of class receive 50% credit. Surveys receive no credit if they are not turned in on the due date.

Case Study Write-ups (25%): In the second class, students will be assigned one of five case studies and given an assignment to complete and turn in by September 23rd at 8pm.

Final Group Project Guidelines (35%): Final assignments are based on each student team's chosen challenge and will represent the culmination of your learning and research for the course. Students are asked to submit final projects in teams of 2-4 students. (In exceptional cases, if a student wanted to submit a solo assignment, or form a group of five, it will be considered via proposal during an office hours meeting, though the suggested team size is 2-4.) Students are invited to choose a challenge they would like to explore further. Team configurations and proposals for your final project challenge statement must be submitted by Sept. 24, 2018. Team configurations are not changeable after this date. The final project is due Oct. 14, 2018 at 8pm. Late submissions will be penalized 10% per calendar day, cumulative.

Group feedback is required for all group work in class. Students will be asked to conduct a formal feedback session as a group (which can be an oral or written group experience). This portion of the grade will be graded based on completion rather than feedback content.

The project content should reflect understanding and mastery of the methods learned in class and overall course content. These projects should be presented for an audience not necessarily experienced in the course content nor your chosen challenge. In that sense, the papers will contain some background that will not be necessary in other reflections submitted throughout the course.

Every submission should address three important question areas and be focused on a single issue. Each of these question areas should build upon the previous one. The Impact Gaps Canvas

questions (available on Canvas) can be used as a guideline in preparing your submission.

- **Challenge landscape:** What is the social or environmental challenge you wish to understand? What is its history and what are the social, economic, corporate, environmental, cultural and political forces maintaining the status quo? Who is affected by it? What is the size and scope of the impact? What is the relationship of this challenge to other areas of concern or opportunity?
- **Solution landscape:** Who is already working to contribute to solving this problem? What are they doing? What efforts have been tried or are being tried and what are the different models/approaches? What has worked, what hasn't? How are some of these efforts linked to one another? What networks & resources exist that could further the solutions landscape? What has happened in the past, and what could happen in the future?
- **Lessons & Levers of Change:** What is missing from the solutions landscape? Consider policy changes, information sharing/behavior change efforts, movement building, research, market opportunities, missing links, or other actionable responses. What role do you see for future private, public, and social sector interventions or collaborations? What are the lessons you have learned from researching this issue? Where were your assumptions challenged? If you had more time, what would you research next?

Every submission must clearly include these three components and address the key question areas listed previously:

- **1) Visual Map:** You are asked to find a way to present all or part of your findings in a visual map. Get creative! You can submit this material using PowerPoint, Prezi, a website, or any other format such as charts, diagrams and infographics that visually represent your findings. Please bring this research to life by making it accessible and dynamic.
- **2) Write-up of Key Findings:** Your visual deliverable should be accompanied by a summary and/or further analysis – not exceeding 2500 words, excluding footnotes. Acceptable formats include a Word document, a PDF, or a PowerPoint deck with supporting notes. This component must offer an analytical perspective on what you have discovered and should include references to frameworks or methods discussed in class.
- **3) Bibliography:** You must submit a thorough bibliography that cites the sources you have consulted in your research. The best submissions will include a diverse range of sources and materials from academic texts and articles to op-eds and first-person interviews.

Grading criteria for written material: All written materials—the short papers and final project—will be graded based on the degree to which they meet the following criteria:

- **Thoroughness:** To better understand the system of your chosen challenge, you will have to go beyond simple web searches and a casual skim of websites. You will certainly explore the main facts and the well-known organizations working to tackle your chosen issue, but the best submissions will also identify important but less famous resources

and emerging trends. Remember, information about programs under development and challenges organizations have faced are not typically listed on websites. You may need to contact organizations and interview people to find out more.

- **Clarity:** The best submissions will be interesting to review, easy to follow, and presented in a compelling way that invites action. They will include a synthesis of learning rather than simply a mapping. Make sure to define any specialist terms and limit the use of unnecessary jargon or acronyms.
- **Insight:** Top grades will go to those submissions that go beyond describing the challenge and the existing solution efforts. To stand out, you will explain opportunities for increased impact, for example, how lessons from one organization or geography might shine light on new opportunities in another; how the sector in question could borrow a service model from another; what key research is missing to fuel change; or how specific government action could eliminate the need for a number of activities altogether. You might also identify a market opportunity and or the possibility to scale an existing effort through partnerships, franchising, or replication through education. Your overall goal is to provide actionable insights that would be useful to those currently or wanting to work in this sector.

YALE SOM POLICIES

Please see the Yale School of Management Bulletin at <http://www.yale.edu/printer/bulletin/htmlfiles/som/rights-and-responsibilities-of-students.html> for Rights and Responsibilities of students and for information on requesting a course recording.

Laptop/Computer/Phone Policy

Usage not allowed without the express permission of the instructor.

DETAILED OUTLINE OF CLASS SESSIONS

#	Date	Topic	Readings		Assignment/C ase Due
			Textbook	Canvas	
1	Aug. 31, 2018 (Friday)	Course Overview, Introduction to Terms, System Boundaries Guest Speaker: Lily Lapenna – MBE, MyBnk (Bio on Canvas) Baljeet Sandhu, Tsai Center https://law.yale.edu/baljeet-sandhu	NA	'Tacking Heropreneurship', Daniela Papi-Thornton - https://ssir.org/articles/entry/tackling_heropreneurship 'Social Entrepreneurship: The Case for Definition', Martin, Roger L. and Sally Osberg - https://ssir.org/articles/entry/social_entrepreneurship_the_case_for_definition Why Use a Systems Practice? - 3:40 minutes https://vimeo.com/174541762 Beware Rich People Who Say They Want to Change the World https://www.nytimes.com/2018/08/24/opinio	

				n/sunday/wealth-philanthropy-fake-change.html	
2	Sept. 10, 2018	<p>Roles & Actions for Systems Leadership, Collective Impact, and 'Entrepreneurship'</p> <p>Guest Speakers: Rachel Sinha, The Systems Studio & The Finance Lab Kit Hayes, YouTube</p>	NA	<p>'The Dawn of System Leadership', Peter Senge https://ssir.org/articles/entry/the_dawn_of_system_leadership</p> <p>The Finance Innovation Lab: A Strategy for Systems Change - http://financeinnovationlab.org/wp-content/uploads/2015/04/FIL_SystemsChange-Web-Final.pdf</p> <p>'The Promise of 'Entrepreneurship'', Pamela Hartigan - https://www.huffingtonpost.com/pamela-hartigan/the-promise-of-entrepreneurship_b_2855160.html</p> <p>'Cultivate Your Ecosystem', Paul N Bloom & J. Gregory Dees - https://ssir.org/articles/entry/cultivate_your_ecosystem</p> <p>'Collective Impact', John Kania & Mark Kramer https://ssir.org/articles/entry/collective_impact</p> <p>The Elephant, The Rider and the Path - A Tale of Behavior Change - 2:02 Minutes https://www.youtube.com/watch?v=X9KP8uiGZTs</p> <p>Review the Mapping Tools section on Canvas and Oxford's Map the System challenge http://mapthesystem.sbs.ox.ac.uk/</p>	Pre-Class Survey
3	Sept. 17, 2018	<p>Being (vs Doing)</p> <p>Guest Speaker: Cedric Hameed, Visible Men Academy</p>	NA	<p>Beyond Organizational Scale: How Social Entrepreneurs Create Systems Change, Schwab Foundation/WEF/Bertha Center - http://www3.weforum.org/docs/WEF_Schwab_Foundation_Systems_Report_2017.pdf</p> <p>D. H. Meadows, Places to Intervene in a System, http://donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/</p> <p>Willie Lynch letter: The Making of a Slave</p>	Pre-Class Survey

				http://www.finalcall.com/artman/publish/ Perspectives_1/Willie_Lynch_letter_The_Making_of_a_Slave.shtml The Elephant, The Rider and the Path - A Tale of Behavior Change - 2:02 Minutes https://www.youtube.com/watch?v=X9KP8uiGZTs	
4	Sept. 24, 2018	Systems Leadership Examples and Case Studies Guest Speaker: François Bonnici, Bertha Centre - University of Cape Town	NA	Nidan Case (on Canvas) Your team's assigned case (on Canvas) Review: Beyond Organizational Scale: How Social Entrepreneurs Create Systems Change, Schwab Foundation/WEF/Bertha Center - http:// www3.weforum.org/docs/ WEF_Schwab_Foundation_Systems_Report_2017.pdf	Pre-Class Survey Case Write-up Due Sept 23 rd , 8pm Deadline for Final Project Group Formation & Topic Submission (In Class)
5	Oct. 1, 2018	The role of Philanthropy & Government in systems change Guest speaker: Leslie Johnston, Executive Director, C&A Foundation Lolita Jackson, NYC Office of the Mayor	NA	C&A Reading – DRIFT Report – (On Canvas) C&A Foundation's website: https://www.candafoundation.org/ Rebuilding a city from the people up Lolita Jackson TEDxPenn – 13:46 minutes https://www.youtube.com/watch?v=Ri4TIroreE Goldsmith, S & Susan Crawford. "The Responsive City." Chapter 5. (pp. 95-96 + 118) (on Canvas) Audacious Philanthropy https://hbr.org/2017/09/audacious-philanthropy	Pre-Class Survey
6	Oct. 8, 2018	Turning mapping into action Guest Speaker: Kate Logan, Institute of Public & Environmental Affairs	NA	Publishing Pollution Data in China, Columbia University Case (On Canvas) Environmental Watchdog Group Monitors Pollution in China http://www.pbs.org/newshour/extra/daily-videos/environmental-watchdog-group-monitors-pollution-in-china/ Corporate Information Transparency Index 2016 (On Canvas) – JUST SKIM THIS as it shows IPEs reporting IPE's website: http://wwen.ipe.org.cn/	Pre-Class Survey Group Final Project Due Oct 14, 7pm

				Systems Change -Big or Small, By Odin Mühlenbein <a href="https://ssir.org/articles/entry/systems_chang
ebig_or_small">https://ssir.org/articles/entry/systems_chang ebig_or_small	
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The instructor reserves the right to modify the course syllabus as needed during the course.