"Great economic and social forces flow with a tidal sweep over communities which are only half conscious of what is befalling them. Wise leaders are those who foresee what time is thus bringing and shape their institutions...in accordance with the change that is silently surrounding them."

— John Morley (1838-1923), British Statesman

"The lessons of history...show conclusively that continued dependence upon relief induces a spiritual and moral disintegration fundamentally destructive to the national fiber."

— U.S. President Franklin D. Roosevelt, 1935 State of the Union address

"[Successful innovation] is a feat not of intellect but of will."

— Joseph Schumpeter (1883-1950), Economist

"Innovation is the specific instrument of entrepreneurship. The act that endows resources with a new capacity to create wealth."

“Entrepreneurship is neither a science nor an art. It is a practice.”

— Peter Drucker (1909-2005), Management Guru

“All people are entrepreneurs, but many don’t have the opportunity to find that out.”

— Muhammad Yunus, Founder of the Grameen Bank and 2006 Nobel Peace Prize Winner

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**INSTRUCTOR**

Tim Zak  
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Director—Institute for Social Innovation  
HBH 2110  
TJZAK@ANDREW.CMU.EDU or TJZAK@HOTMAIL.COM (alternate)  

Office: (412) 268-5945  
Cell: (412) 735-4077

**CLASS HOURS**

Tuesday and Thursday—HBH 1004, 4:30-5:50 p.m.
OFFICE HOURS
By appointment.
I realize that everyone’s schedule is different so I’ll make every effort to accommodate your needs. The best bet is to call or send me an e-mail to make an appointment or, if you’re feeling lucky, just stop by my office.

Also, I’ll be happy to take questions or comments after class on a first-come, first-served basis. Finally, I welcome conversations not necessarily related to SI&E (e.g., career path, course selection) if you think that my time in the “real world” can provide another dimension to your experience at the Heinz College.

TEACHING ASSISTANT
Christian Bergland (cberglan@andrew.cmu.edu); TA hours—day/time and location TBD
Christian took the course last year and did a great job so you should make good use of his office hours, particularly for questions about course content, case preparation, and assignment grading.

ABOUT THIS COURSE
All innovations, big and small, propel society forward and contribute to economic prosperity. We customarily think of innovators and the innovative process as driven primarily by a profit motive.

However, there is a growing class of individuals who are directing their creative and entrepreneurial energies to address the challenges faced by literally billions of people around the world unable to consistently enjoy even the most basic human needs like clean water, adequate food, and suitable shelter. We might even think of these individuals as “extreme innovators” given the magnitude of the problems they are addressing and the need for radical solutions that defy conventional boundaries. They are literally changing commonly held perceptions of "what's possible" in both social and economic impact. In addition, the innovations that they develop often drive entirely new organizational forms to be created; these specialized enterprises are custom-made to both "do well" (be profitable) and "do good" (save the world).

This course provides an introduction to the field for budding social innovators, investors, emerging market business titans, policy makers, and anyone else interested in learning more about the novel ways that some of the world's most pressing problems are being addressed.

The history and context for social innovation, and "power shifts" driving the field, will be presented. An introduction to human-centered design and solutions prototyping will allow participants to begin formulating their own ideas for solving big social problems. Fundamentals in venture planning and development, as well as an introduction to both traditional and emerging capitalization strategies such as philanthropy, government funding, venture capital, microfinance, and competition prizes, will present sustainability options.

There will be emphasis throughout the course on highlighting specific examples of innovative products, services, environments, organizations, and modes of interaction aimed at changing the lives of the least fortunate. Particular attention will be on the efforts of global corporations and related enterprises to introduce new products and services that are specifically designed to address the needs of consumers in emerging markets. Finally, there will be consideration of the role of governments and other global institutions to develop policies, regulations, and legislation that support the formation of “ecosystems” providing “fertile ground” for social innovators.
Although SI&E is grounded in a long history, it is still very much an emergent field (somewhat like “entrepreneurship” was in the early 1970’s) and, as a result, relevant topics are changing rapidly. With this emphasis on “currency”, the course is primarily readings-based with some cases included to further illustrate key concepts, and it relies significantly on active student participation.

Course materials are from a variety of “specialized” publications like *Stanford Social Innovation Review* and *McKinsey Quarterly*, more “mainstream” sources such as *The Economist* and *New York Times*, as well as selections from more “academic” resources. Although no textbook is assigned for the course, I’ll attempt to draw from among the best books that I’ve come across related to the field such as *How to Change the World* by David Bornstein and *The Fortune at the Bottom of the Pyramid* by CK Prahalad, particularly to highlight some of the theoretical underpinnings of social innovation and enterprise.

**COURSE OBJECTIVES**

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>How Assessed</th>
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<tbody>
<tr>
<td>Provide a broad overview of the emerging field of social innovation and enterprise, examining its numerous definitions, driving forces, leading practices, successes and failures, opportunities and constraints, and public policy implications.</td>
<td>Class participation; papers; blog submissions</td>
</tr>
<tr>
<td>Introduce foundational tools and conceptual frameworks that support the development of social innovation ventures.</td>
<td>Class participation; final project</td>
</tr>
<tr>
<td>Identify and clearly define a problem/issue</td>
<td>Class participation; papers, final project</td>
</tr>
<tr>
<td>Analyze and question data and information in a rigorous manner</td>
<td>Class participation; papers, final project</td>
</tr>
<tr>
<td>Generate and organize qualitative and quantitative evidence to support arguments and recommendations</td>
<td>Class participation; papers, final project</td>
</tr>
<tr>
<td>Listen to, respect and heed the advice and ideas of others</td>
<td>Class participation</td>
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</tbody>
</table>

Here’s our challenge for the course this mini-semester: The range of potential SI&E-related topics is vast and a rigorous review of just a single weekly topic could extend beyond the scope of a full semester course. Therefore, *this* course will act as an overview of the key concepts, contemporary issues, and future direction of SI&E directed at future *social innovators, executives, and senior policy makers* who might operate in the private, public, and nonprofit sectors. In short, I hope that this course will arm you with a set of topics, tools, and techniques related to SI&E that are both relevant and impactful to your future career plans.
COURSE CONTENT

The course is organized into 7 modules:

- **Foundations of Social Innovation and Enterprise** provides an introduction to key concepts, definitions, and issues to be addressed throughout the course.

- **Drivers of Social Innovation and Human-Centered Design Thinking** examines the global trends (e.g., demographic, economic, cultural) driving the field and the impact that approaches originally used to create new consumer products for developed economies are having on the formulation of creative solutions to social problems.

- **Solutions and Enablers to Deliver Basic Human Needs** introduces a variety of social innovations, examining their development path, their demonstrated and potential impact, and the organizations built to support them.

- **Venture Development and Growth** provides a more detailed overview of the ways that social innovators are getting their concepts into the world and scaling their impact.

- **Capitalization and Impact Assessment for Social Innovations** reviews various ways that social innovators can capitalize their ventures and track “social return on investment”, and how social investors assess investment opportunities.

- **Creating Policies and Ecosystems for Social Innovation** uses the formation of government initiatives like the White House Office of Social Innovation as mini-case studies on the role of governments and other global policy makers in SI&E.

- **The Future of Social Innovation and Enterprise** profiles a cross-section of approaches, trends, and initiatives that may provide insight on future developments in the field.

PRE-REQUISITES

None.

REQUIRED READINGS

All required readings are available primarily online (links included below) with case studies and select articles available from the Harvard Business Publishing course pack (see Canvas for instructions on how to acquire). All readings must be done in advance of the corresponding class session (see Tentative Course Schedule) and concepts will be integrated into lectures and subsequent discussions. Expect “cold calling”, if required, to get things started and provide more rigor and interaction in our review of class topics.

Relevant lecture notes and any other materials will be made available via Canvas prior to the lecture for that week.
COURSE REQUIREMENTS

There will be a mix of assignments to provide some flexibility as well as an opportunity to stand out individually:

- **One Group Project** (40%—35 POINTS FOR THE FINAL PAPER, 5 POINTS FOR THE FINAL PRESENTATION)
- **Two Individual Case Study Write-ups** (20%—10 POINTS FOR EACH SUBMISSION)
- **Individual Weekly Blog Posts** (15%—5 POINTS EACH FOR 3 POSTS STARTING IN WEEK #2)
- **Class / Course Participation** (25%—DETERMINED BY THE RUBRIC INCLUDED BELOW)

Group size for team-based activities is limited to 4 or less students (pending final determination of class size and approval of the professor, as required). All team members will complete a peer review assessment at the conclusion of the course to determine relative contributions to group efforts. All submissions should be posted to Canvas with the exception of blog posts, which are posted directly to the blog site in Blogger (invitations to the site provided via email in advance of the first day of class).

The mean grade in the class will likely be around 3.5 (between A and B) although I am more than willing to depart from those guidelines based on extraordinary performance (in either direction) from the class. Grades in the “A range” will be reserved for students who perform exceptionally well in all aspects of the course.

Students occasionally request extensions if they cannot complete their assignments due to unforeseen work commitments, family problems, illness, and so on. Assignments that are submitted after a deadline will be assessed a significant “late penalty” which could be as severe as a “0” for the assignment (my discretion). An “incomplete” grade will be given only under exceptional circumstances (poor time management is not considered an "exceptional circumstance"!), also at my discretion, and should be discussed with me before the end of the class so that appropriate paperwork can be completed.

Finally, you should note that the assigned readings for the course provide only a broad framework for the topics we will discuss. Therefore, in your assignments, you are encouraged to use other research materials, resources, data, and readings.

A BRIEF WORD ON PLAGIARISM AND CHEATING...

Don’t!—no grade is worth sacrificing your personal integrity, particularly in this program! You are responsible to know and adhere to all university policies on academic integrity. The Heinz College provides a booklet on plagiarism and cheating, and the university lists all policies at [www.cmu.edu/policies/documents/Academic%20Integrity.htm](http://www.cmu.edu/policies/documents/Academic%20Integrity.htm). Please acquaint yourself with the contents.

*Any plagiarism or cheating will result in failure in the course and your case will be reported to the Associate Dean who may decide to take further action.*
GROUP PROJECT

The group project provides you with an opportunity to explore, through a comprehensive research paper, one of a variety of topics of direct relevance to social innovation and enterprise. Three (3) broad topic areas can be considered:

• **Create an Innovative Social Venture**
  Conceive of a new product, an improvement on an existing product, or a combined product-service solution that addresses a vexing social problem. Areas of investigation are limited to specific basic human needs—food, water, shelter, sanitation, health, education, or information—or select SI&E enablers—energy, transportation, or environment. Solutions must address a distinct problem in a geography where CMU has a presence (including the U.S.), which includes campuses, degree offerings, or in-country partnerships.

• **Define New Policies (or Changes in Existing Policies) to Support Social Innovation**
  Identify specific legislative, regulatory, or related policy implementation mechanisms that would promote more SI&E development, and positive social and economic outcomes. Scope can focus on regional, national, or international institutions and issues. Particular emphasis should be given to the context and drivers supporting (or not supporting) the policy change as well as a comprehensive strategy to implement your proposal.

• **Propose How Technology Trends Will Impact Social Innovation**
  Project how a specific technology, and foreseeable trends in its development, utilization, and availability, will impact (positively or negatively) the growth of global social innovation and enterprise. Limit the time horizon for consideration to technologies that are, or will be, generally available within the next five years. The scope of geographies and social issues to be addressed is up to your discretion although, historically, more focused investigations customarily produce better results.

Sample outlines for examining these topic areas are included below. Note that they are general guidelines. You should feel free to change the structure to best fit your project topic. In addition, it is my expectation that a concise 10-to-12 page (double-spaced)\(^1\) write-up\(^2\) plus appendices and/or exhibits should be sufficient.

A brief description of your project is due before class on **Thursday, September 7**\(^{th}\), a brief (~10-15 minute) presentation will be given by your team during finals week (week of **October 16**\(^{th}\)), and the final report will be due by noon on **Thursday, October 19**\(^{th}\).

The **brief description** should include a relatively detailed description of your topic area, a proposed approach of investigation, its applicability to the field, and your reasons for selecting this topic.\(^3\)

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\(^1\) Note: The report need not be double-spaced. Use this statement merely as a guideline for report length.

\(^2\) Exceed these guidelines only if you really need the extra space to say something worthwhile or to graphically illustrate your point; go for quality, not quantity!

\(^3\) Two pages double-spaced (or equivalent) are probably more than enough.
Here are some high-level sample outlines for each topic area to stimulate your thinking about the project:

**Create an Innovative Social Venture**
- Executive summary
- Context for the problem being addressed (e.g., country characteristics)
- Justification of need
- Product description
- Competition and substitutes
- Start-up investment needs, scaling, and financial sustainability strategy
- Impact assessment indicators
- Recommended next steps

**Policies to Support Social Innovation**
- Executive summary
- Current situation and impact
- Description of proposed policy change
- Desired / anticipated impact(s)
- Approach and barriers to implementation
- Recommended next steps

**Technology Trends Impact Social Innovation**
- Executive summary
- Description of the technology
- Development, utilization, and/or availability “trajectory”
- Specific examples of where the technology can (or will) be used in the context of social innovation and enterprise
- Primary benefits, costs, and risks of using the technology in that context
- Recommendations for decision makers and social innovators

**Criteria for Grading:**
Submission is clear, complete and compelling (30%), connected to / refers to course concepts and readings (20%), reflects rigorous research (40%), and displays creativity and distinctiveness (10%); distribution subject to change and final grades may vary based on individual contribution.

**Individual Case Study Write-ups**
Students will select any two of the four assigned case studies to evaluate in a written assignment (maximum length of 1000 words), which are due by the beginning of class on the due date.

**Criteria for Grading** (10 points maximum)—each bullet below can reduce the grade for submissions by .25-2.5 points (except for late papers, which receive 0 points):
- Argument refutes case facts and/or is not supported by information in the case/article
- Write-up does not stay focused on its core points and/or lacks any particular point of focus
- Response is too short and does not include enough detail, or is excessively long (unnecessarily exceeds the word limit)
- An assertion is made but not defended, elaborated on, or clearly articulated; if you make an assertion/decision, you must defend it
• Too much case fact restatement and not enough analysis
• Writing is unclear, incomplete, and/or poorly written (e.g., excessive poor grammar or spelling, run on sentences)

**Pointer:** *It is important that you support your analysis with case facts. It is equally important that you draw conclusions based on those case facts – i.e., don’t just restate case facts; also consider what those facts mean and how they impact your decisions/arguments.*

For the write-ups, you’re not required to footnote if you quote an article in the course pack or the case. However, if you quote/reference another document, you must cite that via footnotes.

**‘Envirofit International’ – Due September 21st**
For this assignment, please read “Envirofit International: Cracking the BoP Market” and answer the following question:

*What challenges did Envirofit face in India and what should Mr. Anchan do to increase sales?*

**‘Acumen Fund’ – Due September 28th**
For this assignment, please read “Acumen Fund: Measurement in Impact Investing (A)” and answer the following question:

*If you were Brian Trelstad, would you recommend to the investment committee that Acumen invest in Ecotact, Meridian, both, or none? Use the Capabilities Assessment Matrix (Exhibit 9) as the foundation for your analysis (although you may also use other criteria that you think are pertinent).*

**‘B Lab’ – Due October 5th**
For this assignment, please read “B Lab: Building a New Sector of the Economy” and answer the following questions:

*What is your assessment of B Lab’s tripartite mission and strategy? How do you assess their work to gain legal recognition for the Benefit Corporation and how important is it for them to get legal recognition for this form across all 50 US states?*

**‘Nestlé and Shared Value – Due October 12th**
For this assignment, please read “Nestlé and Shared Value” and answer the following question:

*How does a health and wellness focus, and a systemic approach to shared value, impact Nestlé’s future strategy?*

**INDIVIDUAL WEEKLY BLOG SUBMISSIONS**

Between Week #2 and Week #6, you are required to post a submission (3 in total) to the course blog site at [http://cmusocialinnovation.blogspot.com/](http://cmusocialinnovation.blogspot.com/). Postings (500 words or less should be more than sufficient) are due before the start of the first class session of the week (Tuesdays) and must be related to the “theme(s)” of that week. Submissions should highlight a key insight and ways that you could apply it (or where it has been relevant to you in the past). In addition, feel free to identify a new website, research, individual, or organization where relevant.

In the posting, students should provide a brief introduction to the submission and how it relates to the week’s theme(s), explain why it’s interesting or noteworthy, and pose a question that compels readers of the post to comment and/or think more deeply about the submission.
Criteria For Grading (5 points maximum)—each bullet below can reduce the grade for submissions by .05-.5 points (except for late submissions, which receive 0 points):

- Statements and conclusions not supported by referenced information (e.g., article)
- Write-up does not stay focused on its core points and/or lacks any particular point of focus
- Response is too short and does not include enough detail, or is excessively long (unnecessarily exceeds the word limit)
- An assertion is made but not defended, elaborated on, or clearly articulated
- Too much article/case restatement and not enough original thinking
- Writing is unclear, incomplete, and/or poorly written (e.g., excessive poor grammar or spelling, run on sentences)

**CLASS / COURSE PARTICIPATION**

Participation does not entail simply answering when spoken to. Informed discussions are critical to the learning process and will make this class much more **interesting** and **fun** for all of us. **Each student is expected to volunteer substantive comments freely. Quality (versus quantity) is important.** Your score will be determined by my assessment of your contributions. The “system” that I’ll use is, at the beginning of the course, everyone starts with a score of “100”. Each time you participate in class or interact with me, I’ll update your participation score upwards or downwards by an appropriate amount based on the interaction:

- Absent from class = -10; after missing two classes, your grade drops by a letter grade for each additional class missed
- In attendance, but makes no contribution = +5
- In attendance and participates in the class discussion = +7
- In attendance and makes substantial contributions to the class discussion = +10

Participation does not have to be limited to class sessions only. If, for example, you bring a relevant current newspaper or magazine article to my attention, I’ll count this as part of the participation grade as well. I will make every attempt to involve every student in this process, but it is possible that I may consistently overlook a potential contributor. **Please bring this to my attention.** This process may be considered somewhat subjective but, through our collective efforts, we can ensure that it is fair. **Some criteria for effective class participation include:**

1. Is there a **willingness to participate** and is the participant also a **good listener**?
2. Are the points made **relevant** to the discussion and linked to the comments of others? Are comments **well thought out** or just “thrown out”?
3. Do the comments show **evidence of rigorous analysis**?
4. Is there a willingness to **test new ideas**, or are all comments "safe”? For example repetition of case facts without analysis and inference is "safe”, but a somewhat off-the-mark comment that leads to creative discussion will be considered valuable.
5. Do the comments **clarify, highlight, and synthesize** important aspects of earlier comments and lead to a clearer statement of the concepts being covered or to new knowledge/insights?
6. Do the comments identify **overlooked points** and points that turn out to be influential in further discussion?
Classroom Etiquette

Cell phones should be turned off. If there is a situation where you need to be able to receive a call during class, you should use the “silent” mode on your phone and quietly leave the room when a call comes in.

Laptop computers are permitted to be open during class but note that it’s relatively easy to identify when students are using devices for non-class-related activities. I reserve the right to ask that laptops be closed at any time and to call on any student using a laptop in class.

I greatly appreciate students arriving on time for class and getting back from breaks. Please let me know beforehand if you must leave class early.

Be respectful of others and generally treat your conduct in this class the same way you would in any other professional situation.

Thanks in advance for your efforts to create a class environment that works for everyone!

Accommodations for Students with Disabilities

If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the mini-semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu

Statement of Support for Students’ Health and Well-Being

Take care of yourself. Why? Not only will it help you cope with stress but also it’s directly correlated to higher performance, academically and in the rest of your life. So make an effort to maintain a healthy lifestyle this academic year by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking some time to relax.

All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of life is learning how to ask for help. Asking for support sooner rather than later just makes good sense.

If you or anyone you know experiences any excessive academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is available on campus to help: call 412-268-2922 or visit their website at http://www.cmu.edu/counseling/. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.
**TENTATIVE COURSE SCHEDULE (OUR ACTUAL MILEAGE MAY VARY)**

*First, a caveat:*
I’m always introducing new things into the course and I’ll likely try to inject other materials as I come across them during the mini-semester. It is possible that, as we “get into” the material, I’ll want to make some modifications to the course schedule due to timing and/or content issues. My commitment is to give you enough advanced notice on modifications to sufficiently prepare.

**Week 1: Foundations of Social Innovation and Enterprise**

- **Article:** Rediscovering Social Innovation (Phills, Deiglmeier, and Miller, Stanford Social Innovation Review, Fall 2008, pgs. 34-43); [www.ssireview.org/articles/entry/rediscovering_social_innovation](http://www.ssireview.org/articles/entry/rediscovering_social_innovation)
- **Article:** Innovation is Not the Holy Grail (Seelos and Nair, Stanford Social Innovation Review, Fall 2012); [http://www.ssireview.org/articles/entry/innovation_is_not_the_holy_grail](http://www.ssireview.org/articles/entry/innovation_is_not_the_holy_grail)
- **In-Class Video:** Social Entrepreneurs: Pioneering Social Change (Skoll Foundation, February 18, 2009); [www.youtube.com/watch?v=jk5LI_WcosQ](http://www.youtube.com/watch?v=jk5LI_WcosQ)

**Week 2: Drivers of Social Innovation and Human-Centered Design Thinking**

- **Article:** The Four Global Forces Breaking All the Trends (McKinsey Quarterly, April 2015); [http://www.mckinsey.com/insights/strategy/the_four_global_forces_breaking_all_the_trends](http://www.mckinsey.com/insights/strategy/the_four_global_forces_breaking_all_the_trends)
- **Article:** The Importance of Frugal Engineering (Sehgal, Dehoff, and Panneer, Strategy+Business, Summer 2010); [www.strategy-business.com/article/10201?gko=24674](http://www.strategy-business.com/article/10201?gko=24674)
- **Article:** Design Thinking for Social Innovation (Brown, and Wyatt, Stanford Social Innovation Review, Winter 2010, pgs. 30-35); [www.ssireview.org/articles/entry/design_thinking_for_social_innovation/](http://www.ssireview.org/articles/entry/design_thinking_for_social_innovation/)
- **Download and View:** Development Impact and You (DIY) Toolkit (NESTA, UK); [http://diytoolkit.org/media/DIY-Toolkit-Full-Download-A4-Size.pdf](http://diytoolkit.org/media/DIY-Toolkit-Full-Download-A4-Size.pdf)

**GROUP PROJECT topic selected and brief write-up description submitted by SEPT. 7TH**
Week 3: **Solutions and Enablers to Deliver Basic Human Needs**

Pick at least 3 articles to read in areas that you’re interested in:


**Article (Health):** Self-Adjustable Eyeglasses: How One Man’s Vision is Helping Others to See Better (Medical News Today, November 12, 2015); [http://www.medicalnewstoday.com/articles/302550.php](http://www.medicalnewstoday.com/articles/302550.php)

In-Class Videos (Water, Food):

- Fighting Poverty in Kenya by Selling Water Pumps to Poor Farmers (PBS Newshour, July 13, 2010)
**Week 4: Venture Development and Growth**

Check Out: B Lab’s 2016 B Corp Best for the World Honorees; [https://www.bcorporation.net/blog/b-corps-are-best-the-world](https://www.bcorporation.net/blog/b-corps-are-best-the-world)

**Case:** Envirotex International: Cracking the BoP Market (Narapareddy, University of Denver, 2014)

**Article:** How To Take A Social Venture To Scale (Harvard Business Review Blog Network, June 18, 2012); [http://blogs.hbr.org/cs/2012/06/how_to_take_a_social_venture_t.html](http://blogs.hbr.org/cs/2012/06/how_to_take_a_social_venture_t.html)

**Article:** It’s Not All About Growth For Social Enterprises (Harvard Business Review Blog Network, January 21, 2013); [http://blogs.hbr.org/cs/2013/01/its_not_all_about_growth_for_s.html](http://blogs.hbr.org/cs/2013/01/its_not_all_about_growth_for_s.html)


**Article:** Profits at the Bottom of the Pyramid (Simanis and Duke, Harvard Business Review, October 2014)

**Article:** Two Keys to Sustainable Social Enterprise (Martin and Osberg, Harvard Business Review, May 2015)

**INDIVIDUAL CASE WRITE-UP (OPTIONAL)—DUE SEPTEMBER 21ST**

**Week 5: Capitalization and Impact Assessment for Social Innovation**

**In The News:** What We Know About Bain Capital’s $390 Million Double Impact Fund (Impact Alpha, July 18, 2017); [https://news.impactalpha.com/what-we-know-about-bain-capitals-390-million-double-impact-fund-8dd4e0c90571](https://news.impactalpha.com/what-we-know-about-bain-capitals-390-million-double-impact-fund-8dd4e0c90571)

**Case:** Acumen Fund: Measurement in Impact Investing (A) (Ebrahim and Rangan, Harvard Business School, 2011)


**Article:** The Promise of Impact Investing (Rangan, Appleby, and Moon, Harvard Business Review, July 25, 2012)


**INDIVIDUAL CASE WRITE-UP (OPTIONAL)—DUE SEPTEMBER 28TH**
Week 6: Creating Policies and Ecosystems for Social Innovation

In The News: Finland Trails Basic Income Unemployed (The Guardian, January 3, 2017); https://www.theguardian.com/world/2017/jan/03/finland-trials-basic-income-for-unemployed


INDIVIDUAL CASE WRITE-UP (OPTIONAL)—DUE OCTOBER 5TH

Week 7: The Future of Social Innovation and Enterprise

Case: Nestle: Agricultural Material Sourcing Within the Concept of Creating Shared Value (Goldberg and Fries, Harvard Business School, 2013)

Article: Facebook Completes First Test Flight of Its Giant Internet Drone (Fast Company, July 21, 2016); www.fastcompany.com/3062043/facebook-aquila-internet-drone

Article: Self-Driving and Electric Cars Are Going to Have Tons of Strange Effects on Society (MIT Technology Review, April 3, 2017); www.technologyreview.com/s/604047/self-driving-and-electric-cars-are-going-to-have-tonsof-strange-effects-on-society/

Article: This Startup Is Using Data Analytics and Technology to Solve Social Challenges in India (Forbes, April 6, 2017); www.forbes.com/sites/suparnadutt/2017/04/06/this-startup-is-using-data-analytics-and-technology-to-solve-social-challenges-in-india/#1a26c0066c22

Article: Purpose-Over-Profit Movement Gains the Respect of the Investment Community (Entrepreneur, April 28, 2017); www.entrepreneur.com/article/293517

In-Class Video: Arthur C. Clarke Predicting the Future (BBC Horizons, 1964)

**INDIVIDUAL CASE WRITE-UP (OPTIONAL)—DUE OCTOBER 12TH**
**GROUP PROJECT PRESENTATIONS—WEEK OF OCTOBER 16TH**
**FINAL PROJECT—DUE BEFORE NOON ON OCTOBER 19TH**

**SUPPLEMENTAL STUDY QUESTIONS**
*Note: These questions are meant to guide your individual case analysis; I do not expect written responses except for the two cases that you select addressing the specific question as identified above.*

**Week 4 – Envirofit International**
- What is IAP? What are the costs of IAP?
- What did the Shell Foundation learn from its pilot (cookstoves) project?
- What was Envirofit’s mission? Was it successful in achieving its mission?
- What were the unique features of Envirofit cookstoves and the value created by Envirofit?
- Did Envirofit achieve sustainability? Evaluate using the Triple Bottom Line model and/or RBV Framework.
- What was unique about Envirofit?
- What challenges did Envirofit face in India? What should Mr. Anchan do to increase sales?

**Week 5 – Acumen Fund: Measurement in Impact Investing (A)**
- If you were Brian Trelstad, would you recommend to the investment committee that Acumen invest in Ecotact, Meridian, both, or none? Use the Capabilities Assessment Matrix (Exhibit 9) as the foundation for your analysis. You may also use other criteria that you think are pertinent.
- What is your evaluation of the strengths and weaknesses of the Capabilities Assessment Matrix?
- What is your evaluation of the BACO as a measurement method? You may find it helpful to walk through the basic steps and calculate Ecotact’s BACO in advance.
- What is Acumen Fund trying to achieve? What is its value-add?
Week 6 – B Lab: Building a New Sector of the Economy

• What is your assessment of B Lab’s tripartite mission and strategy? As the case asks, is it their secret sauce of their albatross? If the former, what synergies exist between the different elements? If the latter, how do you recommend they change their objectives?

• What is the value-added to companies of becoming a B Corporation? What would you recommend B Lab do to grow the number of B Corporations? More generally, how do you motivate companies and investors to think long-term (instead of short-term) and at a societal level (not just about their own profits)?

• How do you assess their work to gain legal recognition for the Benefit Corporation? How can they be more effective on this front? How important is it for them to get legal recognition for this form across all 50 US states?

Week 7 – Nestle and Shared Value

• If you were Hans Johr, how would you present the trends and issues outlined in the case to Nestlé’s board of directors?

• As Hans Johr, how do you find independent evaluators of the potential conflicts of interest that are likely to occur when a company involved in producing any food or beverage ingredient, such as Nestlé, takes an active role in addressing the overall nutritional needs of consumers?

• How does Nestlé find independent not-for-profits active in health, nutrition, and economic development to partner with, without being accused of trying to gain undue influence in the decision making process of such consumer activist groups?

• What is the best way for Nestlé to use the latest technology in improving the management of human, land, and water resources across its operations and supply chain?

• How does Nestlé position itself in the future global food system?

• How does taking a systemic approach impact Nestlé’s future strategy?

• How does a health and wellness focus impact Nestlé’s future strategy?

• How does Nestlé relate its leadership in the chocolate, dairy, and coffee industries to the sustainability and health priorities of the company?