School of Social Policy & Practice, University of Pennsylvania
SWRK 798 Social Impact Strategy, Analysis, and Leadership
Spring 2017

Instructor:

Teaching Assistants:

Please be sure to email **all three of us** if you have any questions or concerns.
Emails received before noon will be replied by that evening.
Emails sent on the weekends will be responded to on the following Monday.

Office Hours: Given the different schedules of students from various programs, office hours are only available by requests.

OVERVIEW
Around the world, new types of organizations are emerging, advances in technology and access to information continue, and there is a growing recognition that all sectors – business, public, and private nonprofit – have a role to play in creating social impact. While the desire to create social impact is clear, the field is just beginning to grapple with ways to translate these aspirations into real and meaningful change.

Since 2006, Penn's Center for High Impact Philanthropy has been a pioneer in developing approaches for identifying, assessing and growing opportunities for social impact. Team-taught by the Center for High Impact Philanthropy, the course will be directed by the Center's founding executive director and will include guest lectures from other leading faculty and social impact innovators working in Philadelphia and around the world. Through hands-on practice, team projects, and highly interactive case-based discussions, students will gain the skills need to:

1. analyze opportunities for impact and potential for impact, including how to determine the scale and scope of an opportunity and how to use the tools of social impact economics to determine the cost implications of the opportunity;
2. confidently address the strategic issues and key tasks faced by managers/leaders with a social impact mandate;
3. influence others towards social impact by leveraging relevant research and real-world examples of effective communication and stakeholder management; and
4. apply their research and effective storytelling skill to present their impact analysis in projects using different formats (e.g., video short, venture capitalist/donor pitch, policy brief)

PLEASE NOTE: This course was developed in response to student demand and was offered for the first time in 2014. It is still considered a new and experimental course. You should be aware that anything herein or elsewhere might change without notice, reason or explanation. This includes but is not limited to evaluation methods, texts, materials, and scheduling. If you are not comfortable with this uncertainty, then please do not take this course.

CLASS MEETINGS & PREPARATION

Each class will address one to two issues facing the social impact sector and will be organized around a case study and related readings. Throughout the semester, there will also be a small but select set of guest lectures, as well as the occasional exercise to ensure that student learning remains grounded in the practical realities of today's social sector leaders. Since the class is open to students from across Penn schools, the expectation is that each student will come to class ready to participate in discussion having read the material earlier and with a willingness to share previous training and experience relevant to the issues at hand.

CONCERT RULES

Unlike a more traditional, lecture-style class, this class is structured primarily around case-based discussion and small group exercises. To ensure maximum engagement and respect among fellow classmates/discussants, the class will be conducted according to these "concert rules":

1. Students should remain in attendance for the duration of class, except in an emergency.
2. Students should display name tents (provided).
3. All phones and electronic devices should be turned off while class is in session, except when they are needed for an exercise.

COURSE REQUIREMENTS

You are expected to complete three assignments, applying the concepts captured in your readings and discussed in class. The assignments and due dates are as follows:

- **Issue Scan and Landscape Analyses (Individual assignment)**: 3 – 4 page paper reflecting your knowledge of the social impact area/issue that you are considering. Analyses will include the scope and scale of the issue, whom it affects, what has and hasn't already worked in addressing that issue, and key players and stakeholders. Students will be asked to choose from among a set of key social impact areas provided by the instructors. Due Monday, February 13 by 5PM.

- **Defining, Measuring, and Managing to Social Impact (Individual assignment)**: Six-slide deck that includes an articulation of your chosen social impact goal(s); the strategy and theory of change to achieve that goal, specific resources required; and an analysis of the strengths and limitations of your approach   Due Thursday, March 16 before the start of class.

- **Final Project - Social Impact Leadership (Group assignment)**: 10 – 12 page paper and in-class presentation that builds on your work to-date in order to persuade a key stakeholder to support your efforts. Examples of stakeholders include a fellow funder, an investor, a legislative body, or an individual donor. Papers are due Thursday, April 20, before the start of class. Presentations of final projects will be held April 13 & 20.

Additional details and suggestions for these assignments will be posted on Canvas. **Assignment 1 should be submitted via Canvas by 5 PM on February 13. Assignments 2 and 3 should be submitted via Canvas before the start of class.** Failure to turn in the assignments on time without prior approval from the instructor will result in the loss of one letter grade per day late.

DETERMINATION OF GRADE

Assignment	Weight	Key Date
Issue Scan Paper	20%	*February 13*
Logic Model Slide Deck	25%	*March 16*
Final Project (presentations in class)	30%	*April 13 & April 20*
Participation	**Weight**	**Key Date**
Class participation	20%	*On-going*
Peer Evaluation	5%	*April 20*

The course is intended to allow students to develop the analytic and communication skills required to address management challenges, refine their own thinking, and engage stakeholders. To this end, the course emphasizes articulating reasoned arguments and active listening. Class participation is an integral component of this emphasis. Accordingly, absences without urgent reason will count against a student's grade.

Click here for more on the School of Social Policy and Practice's academic and grading policies.

STATEMENT ON ACADEMIC INTEGRITY

Students are expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions, and other actions. Students are expected to be familiar with the Code, which can be found at http://www.upenn.edu/academicintegrity

READING LIST AND CALENDAR

We will provide many of the readings and cases via Canvas. There is no required text book. However, students will be responsible for purchasing some readings online through publishing portals like Harvard Business School's case study archive.

* = material marked with a star can be accessed and purchased through [Harvard Business Publishing](#).

UNDERSTANDING IMPACT: WHAT IS SOCIAL IMPACT AND WHO CREATES IT?	
January 12	***Defining social impact*** Objectives: • Learn about fellow classmates and the experiences and perspectives they bring to this class • Get to know instructors and understand the context, purpose, and expectations for this class • Recognize the multiple uses of the term "social impact," who uses the various definitions, and the implications of those differences Readings: • Center for High Impact Philanthropy, "What are We Talking About When We Talk About Impact?" • Haight, "The Problem with Fair Trade Coffee" • B Lab Demo Assessment - US Ag Business Reading questions: • What do you see as the key issues affecting the definition of social impact? • What do the questions in the B Lab assessment tell you about the organization's definition of social impact? • How would you define the impact of Fair Trade USA?

January 19	*Understanding the sectors and their role in impact*

	Objectives:
	• Recognize the different characteristics of the nonprofit, philanthropic, government, and private/commercial sectors, and key trends
	• Explore ways these sectors contribute to social impact, including their respective strengths and limitations
	
	Readings:
	• Kania &Kramer, "Collective Impact"
	• Nee & Jolin, "Q&A Roundtable on Collective Impact"
	• *Harvard case study: "The Canadian Boreal Forest Agreement: A Revolutionary Partnership for Sustainable Development" Purchasable here: https://cb.hbsp.harvard.edu/cbmp/access/40246062
	
	Reading questions:
	• Collective Impact Readings (Kania & Kramer + Q&A Roundtable)
	   o What defines collective impact?
	   o How is it different from other types of collaborative efforts?
	   o What implications does a collective impact approach have for agents in each sector – nonprofit/funder, for-profit, government?
	• Hardin reading & The Canadian Boreal Forest Agreement case
	   o What is the 'Tragedy of the Commons'? How is the concept relevant to the Boreal case (40 years after the publication of Hardin's paper)?
	   o Who are the key parties involved in the Boreal case? What are their respective concerns?
	   o What are the main forces that allowed the Canadian Boreal Forest Agreement (CBFA) to come into consideration in early 2008?
	   o What key challenges currently impede the success of the agreement? How has this stage (after May 2010) contrasted with the formation stage?
	   o Given where the case ends, what would you recommend as next steps?

TARGETING SOCIAL IMPACT	

January 26	***Developing social impact goals***
	
	Objectives:
	• Begin to tackle translating good intentions into impact; understand importance of knowing vs. feeling
	• Explore the question of who defines impact and the strengths and limitations of both a bottom-up and top-down approach
	
	Readings:
	• Center for High Impact Philanthropy, "5 Myths and a Question about Impact"
	• Ordonez et al., "Goals Gone Wild: The Systematic Side Effects of Over-Prescribing Goal Setting"
	• *Harvard case study: "Who Killed Bhavani Manjula?--A Story of Microfinance in Andhra Pradesh" Purchasable here: https://cb.hbsp.harvard.edu/cbmp/access/40246062
	
	Reading questions:
	• Case: Who Killed Bhavani Manjula?
	   o What is the social impact – the meaningful and positive change – that micro finance seeks to address? In the case, how successful are the micro finance agents in realizing that goal? Given the beneficiary population involved, are there other social impacts to consider?
	   o The case authors suggest six possible 'suspects' in the killing/suicide of Bhavani Manjula and her brother. Do you believe each bears some responsibility? If so, what responsibility does each party bear? If you believe that only some or one party bears responsibility, which party/parties do you blame and why?
	   o What would need to change in order to avoid a repeat of the situation in Andhra Pradesh?
	• Goals Gone Wild
	   o The "Goals Gone Wild" authors state that "Goals that are easier to achieve and measure (such as quantity) may be given more attention than other goals (such as quality) in a multi-goal situation." How does this relate to the three key questions we discussed around setting social impact goals?
	• When positive and negative social impacts co-occur, what are some questions a decision-maker might ask in trying to manage those tradeoffs?
	• Have you seen examples of the impact myths at play in your own social sector or private sector experiences?

February 2	*Smart scanning*
	Objectives:
	• Learn techniques to get smart quickly on a social issue
	• Understand different sources of evidence that tell us what works
	• Learn to recognize problems in research (e.g. potential bias, insignificant findings, etc.)
	Readings:
	• Case, "The Painful Acknowledgement of Coming Up Short"
	• Kumanyika et al., "Obesity Prevention: A Proposed Framework for Translating Evidence Into Action"
	• Rosqueta, "Rethinking the E Word"
	Reading questions:
	• Do you agree with Jean Case's statement that "It sometimes feels like philanthropic efforts are held to a different standard than in the private or public sectors"? Why or why not?
	• Could a broader definition of evidence have prevented the disappointment of the Case Foundation in its Play Plumps investments?
	○ Please refer to http://blogs.ei.columbia.edu/2010/07/01/the-playpump-what-went-wrong/ and this video: http://www.pbs.org/frontlineworld/stories/southernafrica904/video_index.html for additional context.
	• What are the different sources of information or evidence? What are their relative strengths and weaknesses for decision makers?
February 9	*Social impact economics: Linking cost and impact*
	Objectives:
	• Understand approaches for analyzing the link between cost and impact and how these approaches are different from commonly used cost indicators (e.g. overhead ratios, cost-per-beneficiary, etc.)
	• Recognize the uses, strengths and limitations of different approaches for linking cost and impact
	Readings:
	• Brest, Emerson, Rosqueta, Trelstad, Weinstein, "Alliance Interview"
	• Lim, "Measuring the Value of Corporate Philanthropy: Social Impact, Business Benefits and Investor Returns"
	• Tuan, "Measuring and/or Estimating Social Value Creation: Insights into Eight Integrated Cost Approaches"
	• Weinstein et al., "The Robin Hood Rules for Smart Giving"- Ch. 3
	Reading questions:
	• The readings outline various ways to understand the economics of social impact – i.e., approaches to linking considerations of cost and impact. As you read, consider the following:
	• What do these approaches all have in common?
	• What are the keys ways in which they differ?
	• What are the strengths and limitations of each?

February 13	**Assignment 1 Due** **Upload to Canvas by 5:00 PM**
ACHIEVING SOCIAL IMPACT	
February 16	***Defining social impact goals*** Objectives: - Understand theory of change and logic models as tools for evaluating social impact - Recognizing tradeoffs inherent in defining social impact goals Readings: - Collins, James, "Aligning Actions and Values" - Annie E. Casey Foundation, "Theory of Change: A Practical Tool for Action, Results and Learning" - WK Kellogg Foundation, "Logic Model Development Guide" - Colby et al., "Zeroing in on Impact" - Kramer et al., "Strategic Philanthropy for a Complex World" Reading questions: - What's the difference between a theory of change and a logic model? What different approaches can be taken for different audiences? - How do I create an effective theory of change? - What's the difference between outputs and outcomes, outcomes and impact? When and why does it matter (or not)? - What are the characteristics of a meaningful and feasible social impact goal? - What tradeoffs did the protagonists in Harlem Children's Zone face ("Zeroing in on Impact")?
February 23	***Lab class with members of the CHIP team*** Objective: Build on lessons learned from Assignment 1 in small group exercise, supervised by CHIP team members.

March 2	**Building infrastructure to achieve those goals**
	Objectives: • Understand various governance and financing models for social impact • Recognize strengths and limitations of various approaches Readings: • Preston- "Getting Back More Than a Warm Feeling" -NY Times • Case: Acumen/Embrace Reading questions: • Acumen Case: Acumen faces a choice between a nonprofit, for-profit, or hypbrid governance structure. What are the advantages and disadvantages of each? If you were the leadership of Acumen, which would you choose and why? • The Preston article discusses alternative financing vehicles for social impact that might be used in addition to more traditional grants or government services/contracts. What are the strengths and limitations of these new vehicles? Under what conditions could they be most helpful?
March 9	**Spring Break – No Class**
MAXIMIZING SOCIAL IMPACT	
March 16	**Assignment 2 Due** **Upload to Canvas before 9:00 AM** **Measuring Progress** Objectives: • Understand the reasons for measuring • Identify strengths and limitations of various measurement approaches • Learn how to "right size" evaluation Readings: • Center for High Impact Philanthropy, "Beyond Compliance" • Pena, "The Search for a Predictive Indicator" • Epstein & Yuthas, "Measuring and Improving Social Impacts"- Part 4 Reading questions: • What are the key challenges in measuring progress against social impact? • How do managers, leaders and investors address this challenge?

March 23	***Managing progress (organizational leadership)*** Objectives: • Practice managing tradeoffs • Understand how to link decision making to data • Recognize opportunities for course correction and/or scaling up Reading: • <mark>Mobilizing Cross-Sector- Collaboratives: http://www.jff.org/publications/mobilizing-cross-sector-collaborative-systemic-change-lessons-project-u-turn (Links to an external site.)</mark> Reading questions: • What trade-offs did the funders/investors/organization leaders face in each of the Lifeworks case? • What insights can you draw from Gruber and Mohr and the Leap of Reason that can help you identify potential trade-offs and manage them well?
TOOLS FOR INFLUENCING OTHERS	
March 30	***Understanding and leveraging stakeholders*** Objectives: • Understand approaches to stakeholder analysis • Appreciate the real-world challenges of managing stakeholders in social impact Readings: • Case, "Troubled Waters" • Russakoff, "Schooled" • Bryson, "What to do When Stakeholders Matter" Reading questions: • What are the strengths and limitations of the various stakeholder identification and analysis techniques? • In hindsight, what could Zuckerberg and Mayor Booker have done to better understand and manage stakeholders to improve Newark's schools? • Who are the key stakeholders in the "Troubled Waters" case? Where do their interests align or diverge?

April 6	*Communicating impact* Objectives: • Understand the key elements of a successful story • Identify effective approaches to public interest/social impact communication Readings: These readings are optional: • Goodman, "Why Bad Presentations Happen to Good Causes" • Goodman, "The Five Parts of the Perfect Pitch" • <mark>TBD</mark> Reading questions: • What do you think are the elements of a great public interest story? • What were your reactions to Andy Goodman's pieces on the perfect pitch and presentations? Would you add any suggestions, based on your experience? ## Please be prepared to discuss last week's readings!
April 13	*Final project – class presentations*
April 20	**Final Papers due** **Upload to Canvas by 9:00 AM** *Final Project - class presentations* *Wrap Up*

SPEAKING, WRITING, AND ACADEMIC SUPPORT

Class participants are required to attend a session with a [Communication Within the Curriculum](#) (CWiC) Speaking Advisor in preparation for the final group presentation. CWiC is Penn's public speaking program. Its mission is to help students express themselves orally with clarity and confidence.

In addition to the CWiC speaking advisors, the University offers writing and academic support through the following programs.

The Marks Family Writing Center
The Center for Programs in Contemporary Writing
3808 Walnut Street, 1st Floor
http://writing.upenn.edu/critical/writing_center/

You can [schedule an appointment](#) using the Writing Center Scheduler.

The Writing Center is staffed by friendly, well-qualified peer and faculty writing specialists who enjoy working with other writers, from freshmen to doctoral candidates. We are ready to help you with any aspect of the writing process:

- Analyze your writing assignments or professor feedback to determine what s/he wants
- Brainstorm topics for a paper or personal statement
- Help you plan, write, stage, or revise a research paper
- Give you feedback on cover letters, applications, proposals
- Teach you strategies for writing and organizing lengthy papers and reports
- Show you how to strengthen sentences, paragraphs, transitions, diction
- Give you tips on how to make your writing more powerful and engaging
- Identify patterns of errors in grammar and mechanics

Weingarten Tutoring and Learning Resources Center
Stouffer Commons
3702 Spruce Street, Suite 300
Hours: 9:00am – 5:00pm Mon. – Fri.
215-573-9235
http://www.vpul.upenn.edu/lrc

The Tutoring and Learning Resources Center provides a combined set of services to enhance the academic performance of students at Penn.

The following services are offered free of charge:

- Individualized assessment and instruction focusing on academic reading, writing, critical thinking, studying, and time management.
- Instructional resources for faculty, instructors, and teaching assistants.
- "Academic Plus," a working series for international students.
- "Success at Penn," a workshop series for the returning adult learner.
- Programs and services for students with disabilities.
- Tutor training.
- Development of creative instructional strategies to enhance learning in the course

Student Disabilities Services
Stouffer Commons
3702 Spruce Street, Suite 300
Hours: 9:00am – 5:00pm Mon. – Fri.
Phone: (215) 573-9235
TDD: (215) 746-6326
www.vpul.upenn.edu/lrc/sds

The University of Pennsylvania is committed to providing equal educational opportunities for all students, including students with disabilities. The Office of Student Disabilities Services (SDS) provides comprehensive, professional services and programs for students with disabilities to ensure equal academic opportunities and participation in University-sponsored programs. The Office provides the following services:

- Coordinates the self-identification process and determines reasonable academic accommodations
- Provides auxiliary services
- Arranges accessible campus housing, transportation, and parking for students
- Monitors campus accessibility
- Refers students to other appropriate University services and programs

Located in the Learning Resources Center, SDS collaborates with that office to provide comprehensive academic support, including learning strategies that complement accommodations, academic adjustments, and the use of auxiliary aids.