AGSM MBA Programs 2015

MBAX5708
SOCIAL IMPACT: ENTREPRENEURS AND SOCIAL INNOVATION
Semester 2, 2015

Course Overview

AGSM @ UNSW Business School
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Sydney NSW 2052

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# Course schedule

## Semester 2, 2015

### Social Impact: Entrepreneurs and Social Innovation

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (Weighting)</th>
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<tbody>
<tr>
<td>1</td>
<td>27 July</td>
<td>1</td>
<td>Participation – throughout the semester (20%)</td>
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<tr>
<td>2</td>
<td>3 August</td>
<td>2 &amp; 3</td>
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<td>3</td>
<td>10 August</td>
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<tr>
<td>4</td>
<td>17 August</td>
<td>4</td>
<td>Critical Review: 1500 words due on Friday 21 August by 9.30am Sydney time (15%)</td>
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<tr>
<td>5</td>
<td>24 August</td>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td>31 August</td>
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<td>7</td>
<td>7 September</td>
<td>7</td>
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<tr>
<td>8</td>
<td>14 September</td>
<td>8 &amp; 9</td>
<td>Individual Case Study Analysis: 2000 words due on Monday 14 September by 9.30am Sydney time – Essay (20%)</td>
</tr>
<tr>
<td>9</td>
<td>21 September</td>
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**Mid-term recess: Saturday 26 September – Monday 5 October**

| 10      | 6 October*  | 10   |                            |
| 11      | 12 October  | 11   |                            |
| 12      | 19 October  | 12   | Group Presentation: due on Monday 19 October by 9.30am Sydney time (15%) |
| 13      | 26 October  | Independent reflective learning and review | Individual Report on group project: 3000 words due on Monday 26 October by 9.30am Sydney time (30%) |

* Monday 5 October is a public holiday in NSW
Course information

Course-level aims and learning goals

This is the core course in the MBA (Social Impact) and we encourage students to take this course early in the Social Impact stream. It provides a general overview of the immense changes in the social landscape both globally and locally, and introduces students to key concepts and topics that are central to the study and practice of Social Impact. This will provide the foundation for the courses to follow within the Social Impact stream.

The course examines the accelerating economic relationship between government, business and the social sector and the way this delivers social (including environmental) value in communities and drives social innovation.

The course first examines the social economy through the emerging spectrum of organisational forms that generate both social and economic value – from traditional charities, to social enterprises, through to socially responsible business and traditional corporations. It looks at why the traditional boundaries between government, business and the social sector have become blurred and fluid, and what that means for the capacity to deliver new forms of social impact.

The course also examines trends and drivers re-shaping the dynamics of social impact and the way in which social impact has become a cornerstone of addressing complex social issues, locally and globally. It reviews the key changes that have occurred within each of the sectors: the changing role of government from direct provider to enabler; the emergence of corporate responsibility within the business sector; the emergence of social enterprises and socially responsible businesses within the social sector; and the emergence of new forms of philanthropy and social investment. The course examines the ways in which these changes drive social innovation. It concludes with a review of global trends and organisations that effect social change and impact.

In a course like this, with a broad overview, we touch on key themes, delving into some in greater depth. However, the case studies and the assignments will provide opportunities to explore the themes in more detail.

Finally, as the core foundational course for the Social Impact stream within the MBAX, the course provides a number of foundational skills that are necessary for highly effective academic study. These skills are also essential for effective leadership and communication within the social impact arena when negotiating with governments, social purpose organisations and corporations.
Course learning outcomes

After studying this course you should be able to:

1. demonstrate a strong understanding of the key foundational concepts within the social impact field, including: social entrepreneurship, social enterprise/business, social value creation, social innovation, social investment and social impact assessment
2. use the CSI’s Theory of Change and Social Impact Framework to analyse and frame social impact issues and projects
3. explain and describe the trends and drivers re-shaping the dynamics of the social economy
4. critically evaluate the interrelationship of the social purpose sector, governments and the corporate sector and their divergent roles in achieving social impact outcomes
5. identify the new organisational forms and other consequent influences (such as new forms of social investment) resulting from the accelerating interaction of business, government (and its public service agencies), philanthropic foundations and individuals, and community-based organisations
6. demonstrate an informed response to the analysis of global trends in policy, markets and organisational forms that effect social change, social innovation and impact
7. apply this learning to conduct both individual and team analyses of contemporary examples of social purpose ventures and to explain their distinctive differences from economic purpose ventures
8. develop research and communication skills necessary for social impact work and study.

Structure

The course comprises 12 Units. Two of the Units, Unit 3 and Unit 9, focus on writing and presentation-skills development for working in the social impact context.

Unit 1: An introduction to social impact and social entrepreneurs. We begin the course by explaining the emergence of social impact as an interdisciplinary field of knowledge and practice. As a new field, it is fast moving and rapidly expanding. There are a number of core concepts that have become central to discussions and understandings of social impact. We provide an overview of these key concepts and begin to explore some of the global trends, ideas and practices that have now become associated with the field, through the use of three international case studies from your readings.

Key concepts: markets and mechanisms of distribution, three sectors – government, business, and social sector, social innovation, social entrepreneurs, unmet social need.
Unit 2: **Understanding social change and social impact.** In this Unit we will begin to explore the key theoretical frameworks that have come to define social impact trends, ideas and practices. We will particularly explore this in relation to the Centre for Social Impact’s *Theory of Change* and *Social Impact Framework*. We will examine this emergent disciplinary knowledge in relation to the global case studies that we reviewed in Unit 1.

**Key concepts:** theory of change, social impact framework, systems thinking, measuring outcomes, collaboration for social change, scaling innovation.

Unit 3: **Communicating social impact 1: Thinking and writing critically for key stakeholders.** In this Unit, we start to look at the diverse stakeholder groups and the ways in which we need to think critically and write in order to communicate our ideas effectively to a range of target audiences.

**Key concepts:** social impact critical thinking, critical reflection for social change, writing for social purpose

Unit 4: **The social sector and the systems challenge.** To be effective in addressing unmet social need, we need to understand the existing social sector and the systems that govern its behaviour. Therefore, in this Unit we will begin to explore the social sector and the challenges it faces to change and enhance the system in which it is embedded.

**Key concepts:** social sector, systems thinking, systems challenges, systems transformation

Unit 5: **The social impact framework and social entrepreneurs.** In this Unit we begin to explore the component parts of the framework in greater detail. We begin with the role of social entrepreneurs and how they begin to critically think through, imagine and enact their vision for social change. We review their leadership qualities as social thinkers with a vision for positive social change.

**Key concepts:** social entrepreneurs, social thinking, social visioning, social motivation, social leadership.

Unit 6: **Social enterprise structures.** Many social enterprises enact their vision for social change through developing social organisational structures that will lead to addressing unmet social need. Social enterprises, a newly defined organisational structure, has become a central feature of their work. In this Unit we will explore and examine the strengths, limitations and constraints of social enterprises. We will draw upon a range of case studies from Australia to inform our learning about the possibilities of social enterprises in making long-term sustainable change to the social landscape.

**Key concepts:** social enterprise, social enterprise organisational structures, social business, social purpose network organisations, traditional social sector organisational structure.
Unit 7, Social procurement. Across the globe, we are increasingly witnessing governments adopting a range of mechanisms to address social unmet need. Social procurement has become a key policy mechanism in the last 10 years to enable the business sector to meet its corporate social responsibilities benchmarks. In this Unit we critically review social procurement as a core strategy emerging from governments and businesses (including transnational corporations), and examine its effectiveness in achieving positive social change.

Key concepts: social procurement, government procurement, ethical purchasing.

Unit 8: Social investment. In this Unit we will start with the premise of market failure and the ways in which social investment has emerged to directly address the failures of laissez-faire capitalist market distribution to the socially disadvantaged (locally and globally), particularly since the onset of the 2007 global financial crisis. Social investment strategies have become highly innovative responses to address market failures that have had significant consequences within the social landscape. The key features will be identified, described and examined through the use of recent innovative examples. We will examine how governments, the social sector and business engage in social investment practices differently to achieve similar effects and outcomes.

Key concepts: social investment, market failure, social impact bonds, social markets, social outcomes.

Unit 9: Communicating social impact 2 – Making the pitch to divergent audiences. In this Unit we explore the vital presentation skills that are required to successfully communicate our ideas to the divergent landscape of social impact stakeholders and interests. Unlike the traditional business environment, social impact stakeholders consist of interest groups from the community and social sectors, banking and finance, corporations, business and governments. These differing groups use different lenses to interpret and respond to the world, and therefore we need to adjust our ‘verbal pitch’ to encourage the social change we are seeking.

Key concepts: communicating to social impact audiences and stakeholders, understanding diverse presentation styles, effective oral communication.

Unit 10: Measuring and reporting social impact. In a resource-constrained social system, it is vital that we ensure our capital and capabilities are directed to the right places and purpose – and measurement is key to this understanding. Organisations are measuring and reporting what they do and that is to be applauded. Much of what is measured is reporting activity as opposed to outcomes. A stronger social system locally and globally requires a better definition of what it is we measure and why. In this Unit we will review the different social impact measurement models that have emerged, and why governments, businesses and donors are increasingly demanding the measurement of social outcomes.

Key concepts: social impact outcomes, outcomes measurement, outcomes reporting, reporting methodologies.
Unit 11: Social innovation – What makes social innovation possible? What is it that we need to enable social innovation to occur in practice when we are faced with systems that do not want to change? How can we begin to conceptualise, theorise and practise social innovation to drive systemic change? In this Unit we will begin to unpack the multiple meanings of social innovation, its potential to be adapted to other contexts, as well as identifying the barriers to real social innovative work.

Key concepts: social innovation, social innovative practices, social innovation development, social innovation strategy.

Unit 12: Social impact and the future of social change. As a rapidly moving field locally and globally, it has become almost impossible for social innovators and social entrepreneurs to stay on top of developments. In this Unit we will identify some of the key skills, knowledge and practices that are needed to maintain positive social change. In doing so, we will review the core concepts covered throughout the course and examine potential practices to inform social impact work in the future.
Program quality assurance

A number of international standards are embedded into the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students’ program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

MBAX Program Learning Goals

The Program Learning Goals (and related outcomes) used at the AGSM for the MBAX Program are as follows.

1. **Knowledge:**
   
   Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.

   Learning outcome: Students should be able to identify and apply current knowledge disciplinary or interdisciplinary theory and professional practice to business in local and global environments.
2. **Critical thinking and problem-solving:**
   Our graduates will have critical thinking and problem-solving skills applicable to business and management practice or issues.
   Learning outcome: Students should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication:**
   Our graduates will be effective communicators in professional contexts.
   Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.
   Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork:**
   Our graduates will be effective team participants.
   Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:**
   Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.
   Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.
   Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. **Leadership:**
   Our graduates will have an understanding of effective leadership.
   Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of team.
MBA (Social Impact) Stream Learning Goals

The MBA Social Impact stream has also developed a sub-set of Stream Learning Goals. These Stream Learning Goals are embedded throughout each of the courses offered within the stream as follows.

1. **Knowledge:**
   Our graduates will have current social impact disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   
   *Learning outcome:* Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to social impact organisations operating within diverse situations locally and globally.

2. **Critical thinking and problem-solving:**
   Our graduates will have critical thinking and problem-solving skills applicable to the field of social impact practice or complex social impact issues.
   
   *Learning outcome:* Students should be able to identify, research and analyse complex issues and problems in social impact and develop appropriate and well-justified solutions for the given context.

3. **Communication:**
   Our graduates will be highly effective communicators in complex social environments.
   
   *Written learning outcome:* Students should be able to produce written documents that communicate effectively complex disciplinary ideas and information for the intended audience and social impact purpose.
   
   *Oral learning outcome:* Students should be able to produce oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and social impact purpose.

4. **Teamwork:**
   Our graduates will be effective team participants working collaboratively across diverse social impact contexts.
   
   *Learning outcome:* Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified social impact outcomes.
5. **Ethical, social and environmental responsibility:**
   Our graduates will be aware of the ethical, social, cultural and environmental implications of social impact organisations, practices and issues.

   *Ethical, social and environmental responsibility learning outcome:* Students should be able to identify and assess ethical, environmental and sustainability considerations in social impact decision-making, processes and practices.

   *Social and cultural awareness learning outcome:* Students should be able to consider social and cultural implications of social impact knowledge, processes and practices within differing contexts and situations.

6. **Leadership:**
   Our graduates will have a sound understanding of effective social impact leadership across and within complex contexts.

   *Learning outcome:* Students should be able to reflect upon their own personal leadership style and the leadership styles, knowledge and practices to achieve effective social impact outcomes within a diverse range of contexts and situations.

**Associated governing bodies**

- **AACSB:** [http://www.aacsb.edu](http://www.aacsb.edu)
- **EQUIS:** [https://www.efmd.org/accreditation-main/equis](https://www.efmd.org/accreditation-main/equis)
- **UNPRME:** [http://www.unprme.org](http://www.unprme.org)
Resources

You have four major resources to help you learn:

1. The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your online or face-to-face classes with your facilitator. The facilitator’s job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week’s work, providing insights from his or her practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions and debates that will occur between you and your co-participants in the classroom.

3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

4. In addition to course-based resources, please also refer to the AGSM Learning Guide (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Course materials

The course materials comprise this Course Overview, the Assessment Details and 12 Units. Each Unit has a number of associated readings.

Readings

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.
- Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.
eLearning

To access Moodle, go to: https://www.business.unsw.edu.au/agsm/students/mbt-students/online-classes and select Login to Moodle.

Login with your student zID (username) and zPass (password).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues:

UNSW IT Service Centre

Hours: Monday to Friday: 8.00am – 8.00pm
Saturday and Sunday: 11.00am – 2.00pm

Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
External: 02 9385 1333
International: +61 2 9385 1333

For help with technical issues and problems:

External TELT Support

Hours: Monday to Friday: 7.30am – 9.30pm
Saturdays and Sundays: 8.30am – 4.30pm

Email: externalteiltsuppport@unsw.edu.au
Phone: Internal: x53331
External: 02 9385 3331
International: +61 2 9385 3331
Administrative and eLearning support

Student Experience

If you have any administrative queries, they should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +61 2 9931 9400
Email: studentexperience@agsm.edu.au

Additional student resources and support

The University and the UNSW Business School provide a wide range of support services for students, including:

- **Business School – Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.
  EDU Office: Level 1, Room 1033, Quadrangle Building.
  Phone: +61 2 9385 5584; Email: edu@unsw.edu.au

- **UNSW Learning Centre**
  www.lc.unsw.edu.au
  Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  http://info.library.unsw.edu.au/web/services/services.html

- **UNSW Counselling and Psychological Services**
  https://student.unsw.edu.au/wellbeing
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building;
  Phone: +61 2 9385 5418.

- **Student Equity & Disabilities Unit**
  http://www.studentequity.unsw.edu.au
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building;
  Phone: +61 2 9385 4734; Email: seadu@unsw.edu.au
Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments.

The AGSM surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is taken into account in all course revisions.
Course staff

Course coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

Dr Karen Soldatic

National Director of Teaching
BVET, Med., PhD
Email: k.soldatic@unsw.edu.au

Dr Karen Soldatic is an international researcher in the field of disability studies and her research work has been published widely in some of the world’s leading international social science journals in the area. Her research work builds upon her extensive policy experience working inside government on national disability policy priorities, undertaking major state programmatic reforms involving research, public consultation and program implementation (2002–2010).

Karen has been involved with the social sector, locally and globally, since the early 1990s, beginning in Cambodia where she worked in educational development and engagement for national rebuilding.

Karen is now the National Director of Teaching with the Centre of Social Impact (CSI), UNSW Australia, and has overall management responsibility for the delivery of CSI’s Education Portfolio. She is also keen to develop a range of international learning and teaching opportunities for CSI students and actively promote social innovation and impact.

Course authors

The Social Impact: Entrepreneurs and Social Innovation course was originally developed by Dr Cheryl Kernot, the founder of the CSI Graduate Certificate Program at UNSW Australia and nationally (2008–2014). The course was further developed by Dr Karen Soldatic in 2015.