MGMT5707
SOCIAL IMPACT FIELD PROJECT

Course Outline
Semester 1, 2015
[FOR STUDENTS AT THE SOCIAL IMPACT HUB]

Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.
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PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

Jessica Roth
The Director of the Social Impact Hub is Jessica Roth. Jessica has also opened the Sydney office of Impact Investment Group, an impact investment funds manager. Jessica has recently returned to Australia after completing her Master of Laws at Harvard Law School (HLS), which has the largest experiential learning program offering of any law school in the United States. She studied social entrepreneurship at HLS and philanthropy, social enterprise and impact investing at the Harvard Kennedy School of Government. She also worked on the launch of a new business and human rights non-profit organisation, MSI Integrity. Jessica has researched and written about clinical education, and served as a member of the Clinical Programs Student Advisory Committee at HLS.

Before moving to Boston, Jessica was also a Solicitor at King & Wood Mallesons in Sydney. She practiced in the mergers and acquisitions and intellectual property practice groups, and was a member of the Human Rights Law Group.

Jessica has also worked at the Public Interest Advocacy Centre, as a researcher at the Australian Human Rights Commission, and as the Associate to the former President of the Commission, the Hon Catherine Branson QC. She is an Adjunct Lecturer at UNSW Law School and has served as a Director of a number of not-for-profit organisations.

She holds a B.A. and LL.B. (with First Class Honours) from UNSW and a LL.M. from HLS, and was the recipient of the R.G. Menzies Scholarship to Harvard.

All supervisors have practical or academic experience in the field of social impact, and experience working with students. Many of the projects will also have an adviser/consultant who is an expert in the specific field.

Email: jessica.roth@unsw.edu.au
Consultation Times – by arrangement

Course convenor: Associate Professor Cheryl Kernot
Cheryl was appointed the Centre for Social Impact’s first Director of Social Business in September 2008. Cheryl spent the previous five years working in the UK as a Programme Director at the Skoll Centre for Social Entrepreneurs at the Said Business School at Oxford University and prior to that as the Director of Learning at the School for Social Entrepreneurs in London. Her specialist role at the Skoll Centre was to assist and mentor start-up social businesses particularly in the delivery of innovative health services.

She was a representative on the UK Social Enterprise Coalition policy working group on health social enterprises, and a presenter at the Skoll World Forum. Currently she is a judge on an international case-writing competition (social enterprise cases) has just completed leading a research project on social procurement and co-authoring a book on Australian social enterprises. She has also written a background paper on social enterprise and social inclusion for the Department of Prime Minister and Cabinet.
From 2007-12 she was an honorary board member of Foresters Community Finance which is pioneering social investment in social enterprises, and was also on the founding committee of a UK charity which works to provide shelter and education for street children in Kampala, Uganda. She has been the elected Chair of the Fair Trade Association of Australia and New Zealand since 2009.

She was an elected member of the Australian Parliament from 1990 – 2001 holding social policy and finance portfolios and is a qualified secondary school teacher and cricket umpire.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Because this is an experiential course there is one introductory lecture in Week 1 on campus. There will follow fortnightly seminars on campus - in Weeks 2, 4, 6, 8, 10 and 12.

It is expected that each student will work on their project for 7 hours per week, and attend the weekly team meeting at the Social Impact Hub. This is the equivalent of 1 day per week.

Other contact times are by negotiation and can be via phone, email or Skype. It is expected that regular contact will be maintained over the 12 teaching weeks.

2.2 Units of Credit
The course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 Summary of Course
Students enrolled in the MCom or MCom (Extension) are selected by Business School for this course, in conjunction with the Social Impact Hub, on the basis of a competitive application process.

General but not exhaustive criteria for enrolment are: students entering their final semester for the MCom/MCom (Ext), academic merit (high WAM), genuine interest in social impact, any extra-curricular activities or experience in related fields.

Unlike other courses, MGMT5707 does not have typical weekly lectures or set content. It does, however, require students to be present at fortnightly seminars, work the equivalent of 1 day per week on the project and attend a regular meeting with the designated supervisor.

The Social Impact Hub works with industry, social enterprises, not-for-profits and foundations to develop and conduct a variety of applied projects in different areas of social impact. In each semester, projects are offered from the following fields:
- Social entrepreneurship and social innovation;
- Philanthropy;
- Impact investing;
- Business and human rights;
- Corporate social responsibility;
- Pro bono and volunteering;
· Measuring social impact;
· Collective impact;
· Social finance; and
· Other related fields.

Students are able to preference the project(s) on which they want to work. Students work in small teams on each project.

2.4 Course Aims and Relationship to Other Courses

This course aims to provide students with the opportunity to build on in a practical way, and apply, their cumulative learning from the courses they have studied.

This course is a capstone course in the form of a practicum for the MCom and MCom(Ext) and so should be studied in the final semester of the program in place of the nominated capstone of the main specialisation. However there may be instances where students can make a case to the Program Director for permission to vary this.

2.5 Student Learning Outcomes

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. Thus you should be able to observe, analyse, research and synthesise relevant information through a social impact lens. You should be able to organise this information in a relevant format report.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your program (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see table below and Part B of the course outline.

<table>
<thead>
<tr>
<th>Business School Postgraduate Coursework Program Learning Goals and Outcomes</th>
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<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to: Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
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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. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice. You should be able to:
   Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   Consider social and cultural implications of business and/or management practice.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
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<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business School postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge Identify and apply current knowledge of social impact theory and practice across sectors in local and global environments. Demonstrate awareness and understanding of different perspectives on social impact</td>
<td></td>
<td>Project work Seminar participation</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving Identify, research and analyse complex issues and problems in a cross-sector, social impact environment and propose appropriate and well-justified solutions utilising your learning from throughout the program. Critically reflect on your role in creating social change.</td>
<td></td>
<td>Project work Annotated bibliography and self-reflection</td>
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<tr>
<td>3a Written communication Construct written work which is logically and professionally presented.</td>
<td></td>
<td>Project work Annotated bibliography and self-reflection Blog post</td>
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3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
The teaching philosophy of this course is based on the concept that students learn most effectively when they are thoroughly engaged in the learning process and are supported within the learning environment to take up challenges offered. This philosophy is reflected in the Guidelines on Learning that Inform Teaching at UNSW, which may be found at www.guidelinesonlearning.unsw.edu.au.

The format of the course gives students a unique opportunity to put into practice doctrinal knowledge and professional skills that will be expected of them as young professionals. For example, students will be expected to develop a project plan and associated timeframe and work to the plan. The course will also develop students' ability to engage professionally and work collaboratively with a variety of stakeholders, while gaining experience in producing timely and professional written work-product that may be relied upon by other professionals. They are able develop these capacities within a supportive environment in which students are closely supervised and individualised feedback is frequently available, and in which critical reflection is encouraged. Students will be given significant responsibility and be expected to take initiative, developing the confidence and humility necessary to be effective social change agents in their chosen career.

The small-group seminar component of the course provides an opportunity for students to discuss and critically reflect on ethical and practical issues that they confront within their work, while gaining an overview of some of the other fields of social impact.

4. ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
• achieve a composite mark of at least 50; and
• make a satisfactory attempt at all assessment tasks (see below).

NOTE: Completion of the project work and attendance at the program seminars is mandatory. Students whose attendance falls below the specified 12 days (or equivalent) or who do not attend meetings with their supervisors and program seminars without a medical certificate or other adequate evidence will be deemed not to have completed the subject requirements and will not be eligible to pass the subject.

4.2 Assessment Details

1. Annotated bibliography and self reflection

<table>
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<tr>
<th>Assessment Description:</th>
<th>The annotated bibliography with self-reflection is an unusual form of assessment but has a number of goals:</th>
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<td></td>
<td>• To elicit feedback on the most useful (cogent, compelling, provocative, eye-opening) in comparison to the least useful (redundant, too abstract, too complex, too long, etc) readings;</td>
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<td></td>
<td>• To acknowledge student contributions and reinforce the importance of listening to, learning from, and engaging with the comments of classmates;</td>
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<td></td>
<td>• To get a sense of each student's grasp of, insights about - or critique of - key ideas or course themes in the readings, class discussions and projects; and</td>
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<td></td>
<td>• To give students a chance to comment on their own class participation.</td>
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Students should limit their combined memo (annotated bibliography and self-reflection memo) to a total of 1,200 words. Students should exercise their own judgment as to how to organise their annotated bibliography and reflection in light of its goals.

The goal of the annotated bibliography is not simply to collect a summary of the readings or to restate another student’s comment but to explain "why" students found a particular reading or comment helpful, memorable or provocative (or not) with as much specificity as possible given space constraints. Comparing readings to each other (one useful and one less so) might be a straightforward approach, but students should feel free to be creative.

As part of the annotated bibliography, students should include a short (three to four paragraphs) “self-reflection” statement reflecting critically upon their own participation in the project and in the seminar. This part of the annotated bibliography also asks students for constructive feedback about the course and how it succeeded or failed. It has two main purposes.

1. It allows students to reflect on their own participation in the course, their own learning, and how the participation of other students enhanced or challenged their experience. Students should consider: How would you assess your own participation in the course? To what extent did your contributions improve the overall learning
environment? This part of the memo, in other words, should contain some degree of self-evaluation. Students should also feel free to document those contributions they made that may not have been obvious to the seminar teacher, their supervisor or to the other students.

2. It is students’ chance to contribute to the ongoing project of creating a space for students to experiment, share responsibility and develop/articulate their thinking about the relationship between business and social impact. Students should consider: What were your or the course format’s weaknesses that undermined your own participation in the course? What would have made the course stronger? Did the course achieve its goals? What elements of the course format worked or didn’t, given your learning style?

**Description of Feedback Process:** Students will be able to collect their marked annotated bibliography at the end of the semester.

### 2. Blog post

**Assessment Description:** The team working on the project needs to jointly write a blog post to be published on the website of the Social Impact Hub.

Here are some general points to keep in mind:

- Articles should be written in plain English and aimed at a general audience.
- Try to interest readers - write as if you were writing for the *Sydney Morning Herald* or another news outlet.
- It will not be necessary to cover all aspects of a student’s project. Students can choose one piece of work or a campaign to discuss. A long list of tasks will usually not be very interesting.
- A photo would be a good addition.
- Students should let readers know what they learnt from their project.
- All students working on the project need to contribute in some way to the blog post/article. Don’t forget about any confidentiality issues.

### 3. Class participation

**Assessment Description:** Students must attend a minimum of 80% of classes to be eligible to undertake assessment in this course. Assessable class participation is designed to:

- encourage preparation for class
- encourage students to learn, think, analyse, reflect and evaluate legal material prior to covering that content in class
- assist students to develop the capacity to think clearly and to present oral arguments

It is also believed that because students will necessarily put much effort into class preparation, it is fair that they receive some reward for this
work.  
Class participation is assessed according to the following criteria:

- Frequency of participation  
- Quality of participation  
- Demonstrated comprehension of the nature of the discussion  
- Reflective, responsive and respectful towards the perspective of others  
- Clarity of expression/articulation  
- Initiative in generating discussion where appropriate  
- Level of engagement  
- Critical reflection on the connection between the readings and students’ projects  

Students also need to make a 10 minute group presentation to the whole class outlining the work they have carried out during the course of the semester.  
Class presentations are assessed according to the following criteria:

- Verbal skill/style  
- Non verbal skill/style  
- Structure  
- Engagement of audience  
- Argument  
- Understanding of topic area  
- Use of visual aids and other props  
- Timing  

**Description of Feedback Process:**  
Students will receive ongoing feedback about their participation in the seminar. They will be asked to participate in the seminar, in a non-confrontational manner, if they have not done so by the fourth seminar.  

**4. Project work**  
**Assessment Description:** At a minimum, students will be expected to:

- Prepare for and attend weekly meetings with the team  
- Complete at least 7 hours (1 day) of work on the project per week. Students will be asked to keep track of their hours.  

Students will be assessed on the following:

- students’ final written work product, including conducting research which demonstrates critical thinking and analysis  
- students’ written and oral communication skills,  
- students’ progress from commencement to completion of the project,  
- students’ work habits, including project planning, taking initiative and professional skills,  
- students’ approach to collaboration and team work, and
• students’ approach to professional responsibility and ethical issues.

<table>
<thead>
<tr>
<th>Description of Feedback Process:</th>
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<tbody>
<tr>
<td>The Director of the Social Impact Hub will meet with all students at the beginning of the semester to gauge interest in specific projects, answer questions and ensure students are allocated to the most appropriate project.</td>
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<td>Halfway through the semester, students will be asked to complete a feedback form and the Director of the Social Impact Hub (or the student’s supervisor if a different person) will meet with each student to provide and obtain two-way mid-semester feedback.</td>
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<tr>
<td>At the end of the semester, the students will be asked to complete a final evaluation form, and the student’s supervisor will provide feedback on the student’s work and obtain feedback on the operation of the Hub.</td>
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Quality Assurance
The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES
These will be distributed in the first seminar.
All students should also consult:

https://student.unsw.edu.au/report-writing-support

6 COURSE EVALUATION AND DEVELOPMENT
Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations.

As a result of this feedback teachers meet to review and, where appropriate, update/amend existing courses.