School of Social Policy & Practice, University of Pennsylvania

SWRK 787-001: Social Impact Strategy & Analysis

Thursdays 9:00 – 11:50am

Perry World House, Seminar Room 108, 3803 Locust Walk

Philadelphia, PA 19104

Instructors: Katherina 'Kat' M. Rosqueta, rosqueta@upenn.edu
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Teaching Assistant:

Akudo Ejelonu, akudoe@sas.upenn.edu

Given our commitments outside of class, please be sure to email **all three of us** (Kat, Hanh, and Akudo), if you have any questions or concerns. That will ensure a timely response. Emails received before noon will receive a response by one of us that evening. Emails sent on the weekends will receive a response on Monday.

Office Hours: Given the different schedules of students from various programs across Penn, office hours are only available by request. Please contact Mariel Featherstone at fmariel@upenn.edu to arrange, cc'ing Kat, Hanh, and Akudo.

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.

For 10 years, Penn's Center for High Impact Philanthropy (CHIP) has pioneered approaches for identifying, assessing and growing opportunities for social impact. Team-taught by members of CHIP's core team, the course will be co-directed by the CHIP's founding executive director, Katherina 'Kat' Rosqueta, and CHIP's senior advisor for applied research & analysis, Hanh La. The course also includes guest lectures from other leading faculty and social impact innovators involved in CHIP's work. Through hands-on practice, team projects, and highly interactive case-based discussions, students will gain the skills needed to:

1. analyze opportunities for social impact and potential for social impact
2. identify and address strategic issues faced by managers/leaders with a social impact mandate;
3. influence others towards social impact goals

CLASS MEETINGS & PREPARATION

Each class will address one to two issues, often organized around a case study and related readings. Throughout the semester, there will also be a select set of guest lectures, as well as in-class exercises to ensure that student learning remains grounded in the practical realities of today's social impact 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

Assignments

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 on Thursday, February 8 by the start of class. This is an individual assignment.

- **Defining, Measuring, and Managing to Social Impact (Group assignment)**: Six-slide deck that includes an articulation of your group's 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 29 at 9am. This is a group assignment.

- **Final Project - Social Impact Leadership (Group assignment + Paper)**: 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. Group presentations of final projects will be held during the last class, April 19. Papers are due Thursday, April 26 by 5pm.

Additional details and suggestions for these assignments will be posted on Canvas.   All **assignments should be submitted via Canvas Turnitin.** 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.

Reflections
You are also required to complete a set of 6-8 short reflections on class material to date. A week before the due date, a few questions will be posted on canvas for the following week's class discussion. Students should answer these questions based on the readings and their own viewpoints. Expected length is 1 paragraph or a bulleted half page or less for each question. Reflections should be uploaded to canvas prior to class. Grading will be complete or incomplete only.

In addition, you will be assigned to present a one-time, 15 minute recap of a previous class. Grading will also be complete or incomplete only.

DETERMINATION OF GRADE

Assignments	Individual (I) or Group (G)	Weight	Key Date
#1: Issue Scan Paper	I	15%	*February 8*
#2: Logic Model Slide Deck	G	15%	*March 29*
#3 Final Project (presentations in class and paper)	G	30%	*April 19 presentation, Paper April 26*
Reflections	**Individual (I) or Group (G)**	**Weight**	**Key Date**
Short reflections (6-8) AND a one-time class presentation recapping a previous class	I	15%	*See Class Schedule*
Participation	**Individual (I) or Group (G)**	**Weight**	**Key Date**
Class participation	I	20%	*On-going*
Peer Evaluation	I	5%	*April 26*

The course is intended to allow students to develop the analytic and communication skills required to address leadership challenges, refine their own thinking, and engage stakeholders. To this end, the course emphasizes articulating reasoned arguments and active listening.

CLASS PARTICIPATION

Given the importance of class participation in the design of this course, please let us know as soon as possible if you will be missing a class, providing the reason for the planned absence. For an absence to not affect your class participation grade, you will be allowed up to 2 planned or excused absences.

If you miss more than two classes, you will be at risk for a letter grade deduction in class participation, and you must contact Kat, Hanh, and Akudo immediately. 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

CALENDAR AND READING LIST

There is no required text book.   We will provide many of the readings and cases via Canvas. However, students will be responsible for purchasing some readings online through publishing portals like Harvard Business School's case study archive, which can be accessed and purchased through Harvard Business Publishing. Any changes to the readings or calendar will be updated and announced on Canvas.

Class		Instructor	Due
11-Jan	**Week 1: 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	*Kat Rosqueta, Hanh La*	
Group Work and Discussion	• Introductions • Student Group Formation		
18-Jan	**Week 2: Understanding the Sectors and Roles**		
Objectives	• Understand the multiple uses of the term 'social impact', who uses the various definitions, and the implications of those differences • Identify some of the dynamics behind the establishment of social impact goals and strategies to achieve them • Explore ways that different sectors contribute to social impact	*Kat Rosqueta, Hanh La, and Anne Ferola*	
Group Work and Discussion	• Select Topic		
Readings	• Center for High Impact Philanthropy, "What are We Talking About When We Talk About Impact?" • Haight, "The Problem with Fair Trade Coffee"		

	• Ostrom "Governing the Commons" *(first 8 pages)* • "Partnership in Troubled Waters"		
25-Jan	**Week 3: 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.)	*Kat Rosqueta, Hanh La*	**Reflection #1** All students answer reflection questions on Canvas **Recap #1** Assigned student(s) present recap of last two classes from Week 1 and Week 2
Group Work and Discussion	• Conduct an in-class smart scan with feedback from peers and instructors		
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"		
1-Feb	**Week 4: Developing Social Impact Goals**		
Objectives	• Begin to tackle translating good intentions into impact • Explore the question of who defines impact and the strengths and limitations of both a bottom-up and top-down approach	*Hanh La, Kat Rosqueta*	**Reflection #2** All students answer reflection questions on Canvas **Recap #2** Assigned student(s) present recap of last class from Week 3
Group Work and Discussion	• In-class work on clarifying social impact goal		
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		
8-Feb	**Week 5: Cancelled**		
	Canceled due to Superbowl Parade		**Assignment #1 (15%):**

			Issue Scan and Landscape Analysis
15-Feb	**Week 6: Frameworks for Social Impact Strategy**		
Objectives	- Define 'strategy' - Understand how social impact goals affect strategic choices - Become familiar with tools/approaches used in social impact strategy	*Kat Rosqueta*	**Reflection #3** All students answer reflection questions on Canvas
Group Work and Discussion			**Recap #3** Assigned student(s) present recap of last two classes from Week 4
Readings	- Demystifying Strategy - Kania, Kramer and Russell, "Strategic Philanthropy for a Complex World" - Political Strategy for Peace		
22-Feb	**Week 7: Understanding and Leveraging Stakeholders**		
Objectives	- Understand approaches to stakeholder analysis - Appreciate the real-world challenges of managing stakeholders in social impact	*Kat Rosqueta,* *Guest Lecturers:* ***Chris Rabb and Jenny Bogoni***	**Reflection #4** All students answer reflection questions on Canvas
Group Work and Discussion	Conduct Stakeholder Analysis		**Recap #4** Assigned student(s) present recap of last class from Week 6
Readings	Bryson, "What to do When Stakeholders Matter"		
1-Mar	**Week 8: Strategic Design Thinking**		
Objectives	Understand and practice applying design thinking concepts to social impact analysis and strategy	*Guest Lecturer:* ***Natalie Nixon***	**Reflection #5** All students answer reflection questions on Canvas
Group Work and Discussion	Group worksheets will be provided during class		

Readings	• Nixon, "How to Lead with Design Thinking" • Brown, "Design Thinking" by Tim Brown • Nixon, Chapter 8 ("Service Design in Action") from book In *Strategic Design Thinking: Innovation in Products, Services, Experiences and Beyond* • "Resonance: A Film About Design Strategy" by Continuum (12 minutes)		**Recap #5** Assigned student(s) present recap of last class from Week 7
8-Mar	**SPRING BREAK**		
15-Mar	**Week 9: Logic Models and Theory of Change; Measuring Impact Part 1**		
Objectives	• Understand and design logic models and theories of change as tools for social impact analysis and strategy • Understand the reasons for measuring impact • Develop indicators • Gain overview of measurement approaches • Identify strengths and limitations of various measurement approaches • Learn how to "right size" evaluation		**Reflection #6** All students answer reflection questions on Canvas **Recap #6** Assigned student(s) present recap of the last two classes from Week 8
Group Work and Discussion	• Worksheets to be posted	*Hanh La*	
Readings (1)	• Annie E. Casey Foundation, "Theory of Change: A Practical Tool for Action, Results and Learning • Colby et al., "Zeroing in on Impact" • Logic Model Workbook • WK Kellogg Foundation, "Logic Model Development Guide" (recommended reading)		
	• Center for High Impact Philanthropy, "Beyond Compliance" • Pena, "The Search for a Predictive Indicator" • Epstein & Yuthas, "Measuring and Improving Social Impacts"- Part 4		
22-Mar	**Week 10: Logic Models and Theory of Change, Part 2**		
Objectives	• Understand and design logic models and theories of change as tools for social impact analysis and strategy • Understand the reasons for measuring impact • Develop indicators • Gain overview of measurement approaches	*Hanh La*	**Reflection #7** All students answer reflection questions on Canvas

	• Identify strengths and limitations of various measurement approaches • Learn how to "right size" evaluation		**Recap #7** Assigned student(s) present recap of the last two classes from Week 9
Group Work and Discussion	• TBA		
Readings	• Overview Strategies Causal Attribution • Randomized Controlled Trials • Quasi-experimental Design • Comparative Cases Studies Recommended Reading: • The Mystery of the Vanishing Benefits- An Introduction to Impact Evaluation		
29-Mar	**Week 11: Evaluation**		
Objectives	• Understand differences between process, impact, and cost effectiveness evaluation • How to choose evaluation designs among multiple options	*Hanh La*	**Assignment #2 (15%):** Logic Model Slide Deck
Readings	No readings		
05-Apr	**Week 12: 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	*Kat Rosqueta and Hanh Li*	
Group Work and Discussion	• Why is it important to link cost and impact? • What are the relative strengths and limitations of the various approaches in the readings? • Which approach would you choose to understand the cost and impact of your solution and why?		
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		
12-April	**Week 13: Communication**		
Objectives	• Identify effective approaches to public interest/social impact communication • Understand the key elements of a successful story	*Kat Rosqueta and Hanh Li*	
Group Work and Discussion	• Group work on Presentation		
Readings	• Goodman, "Why Bad Presentations Happen to Good Causes" • Goodman, "The Five Parts of the Perfect Pitch"		
19-Apr	**Week 14: Student Presentations**		
Group Work and Discussion	• Student Presentations and Guest Panel Discussion	*All Students, Guest Panel: Ali Dinar, Umi Howard, Stacy Taylor, Ruth Shaber*	**Assignment #3 (30%):** Class Presentation
26-Apr	**Assignment #3 (30%):** **Final Paper Due**		

SPEAKING, WRITING, AND OTHER ACADEMIC SUPPORT

Communication Within the Curriculum
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.

Once a (CWiC) advisor is assigned to our course, you will be able to schedule an appointment directly with that advisor.

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
215-573-9235
Hours: 9:00am – 5:00pm Mon. – Fri.
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

Mental Health Resources
3624 Market St, 1st Fl West
215-898-7021

Hours: 9 a.m. - 5 p.m. Monday, Friday
         9 a.m. - 7 p.m. Tuesday, Wednesday, Thursday
         10 a.m. - 3 p.m. Saturday

http://www.vpul.upenn.edu/caps/

CAPS (Counseling and Psychological Services) at UPenn offers free and confidential services for all students. CAPS foster personal growth to enable Penn students to take full advantage of academic and social opportunities at Penn.
Students learn to manage personal challenges, psychological problems, and situational crises and develop strategies to cope with academic stress and skills for life-long learning.

CAPS offer clinical prevention and intervention, consultation and collaboration, and training and supervision with special attention to issues of diversity and multiculturalism.

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