

Graduate Studies MGT 543, Leading Social Impact Organizations

FACULTY INFORMATION:

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Office Hours: By Appointment

Class Location: North Campus Franklin

Class Sessions: August 28- Dec 5 [every Wednesday 10.00- 13.00]

COURSE DESCRIPTION: This 3-credit course will examine the context, issues, and skills associated with leadership and management of social impact organizations. It can be argued that managerial challenges for such organization are often more complex than those in the private sector. Leaders need to navigate and address the needs of multiple stakeholders; balance core values with effective delivery of activities. Managers are accountable not only to agencies that fund them, but also to the board, program partners, stakeholders and populations they seek to serve.

The course will provide an understanding of civil society, social enterprise and the nonprofit sector; strategic planning; collaboration and partnerships. Students will engage with the material through case studies & assignments, readings, class guests, interactive problem solving workshops.

The course is designed for graduate students in the MSIM Program as an elective and will be offered to 4th year undergraduate students.

This course conforms to the Graduate Studies Academic Policies as outlined in **Appendix A** below.

LEARNING OUTCOMES: Students who successfully pass this course will be able to demonstrate that they are able to:

- Understand and differentiate between the diverse social impact organizations
- Analyze the nature of management challenges facing organisations
- Apply problem-solving to recognize, analyze and response to divergent and conflicting needs and interests in management processes
- Determine how to integrate social mission and organizational sustainability
- Master the tools to lead and manage in entrepreneurial and innovative ways

REQUIRED TEXTS and TECHNOLOGY: Please purchase the following reading materials(s):

The Stanford Social Innovation Review (SSIR) website forms the major basis for access to articles and readings for this course. In addition selected readings and cases will be shared through Moodle.

1. Micro Home Solutions, a social housing initiative (2012) Harvard Business School
2. KiliSun: Protecting Beyond the Sun. Albinism Advocacy and Sustainability for the social impact organization

Use Moodle to download and print other required readings.

Course reading materials are indicated with assignments and can be found on Moodle.

ASSESSMENT METHODS: Your performance in this course and the degree to which you fulfill the expected learning outcomes is based on the following:

[These are examples. Please replace them with your assessment breakdown]

Class participation	30%
Presentations and Quizzes	40%
Final Workshop Project	30%

[For each assessment category please clearly define what is required. These are examples]

CLASS PARTICIPATION (30%):

Class participation is extremely important in this course. You are expected to attend each class meeting and to be prepared to contribute actively to the discussion. There will be guest lectures and company speakers for which are relevant for the course for which participation is required. For specific evaluation criteria, see **Appendix B** below.

CLASS ASSIGNMENTS & QUIZZES (40%):

Students will be required to undertake three assignments /quizzes. These assignments will be in the nature of individual and group work based on readings and class discussions.

FINAL PROJECT & PRESENTATIONS (30%):

Students, together in teams will be design and develop the case for a social impact organization and present during last day of class.

***Grading Scale is outlined in Academic Policy in **Appendix A** below.**

CLASS ASSIGNMENT SCHEDULE (Tentative)

DATE	TOPICS	READINGS & ASSIGNMENT
August 29	CLASS DISCUSSION Introductory Session & Course Overview Social Impact Discussions, key issues and debates from around the World	
September 5	CASE DISCUSSION Theory of Change KICK-OFF: Forming Groups for final Project	Readings: a) The Tale of Two Cultures b) Paul Brest (Power of Theories of Change) Reference Moodle
September 12	CLASS DISCUSSION UN Sustainable Development Goals Corporate Social Responsibility (CSR)	Discussion based on Article by Michael Porter and Kash Ranjan Reference Moodle
September 19	PRESENTATION (A) CSR Analysis of Companies	Assignment to be presented in class
September 26	CLASS DISCUSSION/INTERACTIVE SESSION Why, What and How of Social Innovation? Final Project: Working Session	Reference Material TEDX Video : Innovation for addressing housing for the poor in India
October 3	WORKSHOP/PRESENTATION (B) Strategy: Business Models Canvas	Case Study of KiliSun Assignment to be presented in class
October 10	VISIT (TBC) Social Innovation & Design Thinking	Human Centred Design (IDEO.Org) Workbook
October 17	CLASS DISCUSSION/GUEST LECTURE Blending Non-Profit & Social Enterprise Final Project: Working Session	In Search of the Hybrid Ideal (SSIR Article)
Academic Travel for Undergraduates Vacation Readings Suggestions Blue Sweater: Bridging the Gap between Rich and Poor in an interconnected World Jacqueline Novogratz: Building Social Businesses: Professor Muhammad Yunus		
Nov 7	WORKSHOP Stakeholder Mapping and Partnerships Presentation [C] Final Project: Working Session	MHS CITY LAB: CASE STUDY (Moodle)
Nov 14	CLASS/CASE DISCUSSION Challenge with Scale Final Project: Working Session	Stanford Social Innovation Review: Going to Scale Acumen Report/Case Studies: From Blue Print to Scale
Nov 28	CLASS DISCUSSION Social Impact Measurement/B-CORP Certification Final Project: Working Sessions	www.bcorp.net
Dec 5	Final Project Presentations	

APPENDIX A: Graduate Student Academic Policies 2018-19

GRADING POLICY: Your final grade will be computed based on the total points you earn as a percentage of the total points possible.

The equivalencies for a given letter grade, and its percentage range are as follows:

Letter Grade	Percentage range
A	94% - 100%
A-	90% - 93%
B+	87% - 89%
B	84% - 86%
B-	80% - 83%
C+	77% - 79%
C	74% - 76%
Fail	Below 73%

The criteria for numeric grades set forth in the Franklin University Catalog are as follows:

- A:** **Outstanding.** The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.
- B:** **Excellent.** Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.
- B- or C:** **Acceptable.** The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.
- Below C:** **Unacceptable** for graduate credit.
- I:** **Incomplete**
 A grade of I (Incomplete) may be assigned to students whose course work has been satisfactory, but due to illness or extenuating circumstances are unable to complete the course. In order for students to be eligible for an Incomplete they must have completed at least 60% of the total required course work with a grade of B- or better. Students must provide their instructor with documented information that substantiates their reason for requesting an Incomplete. The instructor makes the decision as to whether to grant a grade of I, and sets a deadline for the remaining course work to be completed within a seven week period. The Director of Graduate Studies must approve the Request for Incomplete.

Graduate students will not receive credit for a course with a grade below C. 45 credits and a cumulative GPA of 3.0 are required to successfully complete the program. Students below this standard at the end of the fall semester, will be evaluated on a case by case basis to determine if successful completion of the program is possible.

ATTENDANCE POLICY: You are expected to attend all classes.

ELECTRONIC DEVICES IN THE CLASSROOM: The use of cell phones, tablets or other mobile communication devices is disruptive, and is therefore prohibited during class. Computer use during class is allowed only when directly requested by the instructor.

SOFTWARE APPLICATIONS: The following software applications are required for this course:

- Outlook web application for email. Students must have an active @fus.edu email account. All course-related communication is via Moodle and through fus.edu e-mail. You can access your @fus.edu email from any computer from this web address:
<https://maildb.fc.edu/owa/auth/logon.aspx?url=https://maildb.fc.edu/owa/&reason=0>
- Moodle (<http://moodle.fus.edu/course/index.php?categoryid=80>) is the Learning Management System for class discussions, announcements, posting of assignments and course materials. You can access Moodle through my.franklin.edu using your Franklin ID login and password.
- MS Office software for assignments and course materials: Word, Excel and PowerPoint.

CORRESPONDENCE AND ACCESS TO COURSE INFORMATION: All course information including assignments, syllabi and correspondence are available directly via Moodle. In addition, students must have an active @fus.edu email account. All course-related communication, correspondence with your instructor, and course announcements via Moodle will use @fus.edu email. It is the student's responsibility to frequently check both Moodle and their @fus.edu email for changes, additions, or general information about coursework.

ON CHEATING AND PLAGIARISM: We are all here to share knowledge – our own, that of our colleagues and instructors, and that which we gain from other scholars, past and present. It is incumbent upon us all to recognize the sources of our information, whether it is in class discussion or in written work. Failure to acknowledge sources, and the use of unauthorized information sources, are both contradictory to the ideals of the Franklin University and Swiss communities. Any deemed plagiarism or attempted deception in a written paper or on an exam will be cause for Disciplinary Probation or even removal from the MSIM program.

It is within the prerogative of the instructor to take a student's paper during an exam and to ask that student to take an oral exam, or another exam, at the instructor's choice. A student found cheating on an exam may be given an "F" for the examination and, if it is a final examination, will fail the course. Notification by an instructor of cheating or plagiarism will be sent to the Director of Graduate Studies. A second offense in that, or any other course, may result in dismissal from the program.

GRADUATION AND COMMENCEMENT: Franklin University Switzerland confers the Master of Science degree in August. Graduate students who have completed all MS degree requirements, except for the Practical Experience, may participate in the commencement ceremony held in May. Once a student has successfully completed the Practical Experience requirement, the student will officially graduate and receive his/her diploma on August 31 X.

GRADUATE DEFERRMENT FEE: In the event that a student is not able to complete their Practical Experience requirement by the August deadline for graduation they must follow the following procedure:

- submit a request for deferment approval by 1 August
- the request must be approved by the Director of Graduate Studies
- if granted a fee of 2000 CHF must be paid 15 August year X
- the final date for completion is the December deadline for graduation. If the student does not complete by the December deadline they will not be awarded the MSIM degree.

GRADUATION WITH DISTINCTION: If a student earns a GPA of 3.6 or higher, the student will graduate with honors. This will be indicated on the transcript as "With Distinction."

APPENDIX B: Participation Evaluation Criteria

Your participation will be evaluated on the basis of the quality and quantity of participation as well as your attendance and preparation. You are expected to attend all academic class sessions and program activities and to be prepared and actively participate in class discussions and exercises, seminars, workshops, and coaching sessions.

What constitutes participation?

1. Those who are well prepared and follow the discussion in their heads without making any comments are not distinguishable from those who are unprepared and inattentive, and therefore, cannot expect a better participation grade.
2. This program is experiential in nature and therefore active participation goes beyond discussion. Active participation means that you are prepared and engaged.
3. Class participation is very important in this program because it allows you to share and exchange ideas with others. This stimulates and enhances the learning process. However, the quality of your comments is more important than the frequency.
4. You need to make every effort to contribute in a thoughtful and meaningful manner.

Participation is assessed on a scale of 0 to 4 as to what extent you demonstrate the skills listed below:

0	Little or No Extent	rarely, less than 20% of the time
1	Some Extent	occasionally, about a third of the time
2	Moderate Extent	about half the time
3	Good Extent	about two thirds of the time
4	Great Extent	above 80% of the time

- Understands course concepts
- Is prepared
- Participates actively and frequently
- Is reliable and punctual
- Collaborates and cooperates effectively with teams
- Shares insightful and meaningful comments
- Listens attentively to classmates and instructor
- Contributes to class learning
- Takes on a leadership role

APPENDIX C: Professional Skills Evaluation Criteria

Professional skills are the complementary skills that support your ability to successfully apply your domain or specialist skills. As a new graduate, these skills can help you gain access to job opportunities. Once employed, your professional skills can propel you into the environment you seek even if you have little work experience. They are part of every interaction you have with your colleagues. During your time at Franklin, you use professional skills in aspects of your coursework, interacting with university administration, professors and peers.

Professional skills are assessed on a scale of 0 to 4 as to what extent you demonstrate the skills listed below:

0	Little or No Extent	rarely, less than 20% of the time
1	Some Extent	occasionally, about a third of the time
2	Moderate Extent	about half the time
3	Good Extent	about two thirds of the time
4	Great Extent	above 80% of the time

- Listens carefully to decipher meaning, including knowledge, values, attitudes, and intentions of the speakers
- Articulates thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of contexts
- Demonstrates ability to acquire and use knowledge and expertise to achieve team goals.
- Evaluates information critically and competently; appropriately questions the source and validity of public information
- Is competent in using technology as a tool to research, organize, evaluate, and communicate information
- Demonstrates initiative to advance self and team member competencies to a masterful level
- Sets clear goals with tangible success criteria and timeframes
- Acts so as to achieve goals involving appropriate stakeholders
- Uses time efficiently and manages workload effectively
- Participates actively, being both reliable and punctual
- Conducts self in a respectful, authentic professional manner
- Effectively uses business protocols and concepts across cultures
- Maintains a positive and enthusiastic attitude
- Holds self and team members accountable for results
- Defines, prioritizes, and completes tasks without direct oversight

APPENDIX D: Leadership Skills Evaluation Criteria

Leadership skills are formally evaluated in the Leadership in Action Seminar. However, successful students will apply these skills in all aspects of the program and in daily life.

Leaders are assessed and evaluated continuously: political leaders by voter polls, corporate leaders by share price, and non-profit organizations by social wellbeing indices. Leaders have a broad impact and therefore the evaluation of your leadership skills is also broad. You will be evaluated on your leadership skills based on self-assessment and peer-assessment as well as by the instructors with whom you interact.

Each assessor will evaluate your leadership skills on a scale of 0 to 4 as to what extent you demonstrate the skills listed below:

0	Little or No Extent	rarely, less than 20% of the time
1	Some Extent	occasionally, about a third of the time
2	Moderate Extent	about half the time
3	Good Extent	about two thirds of the time
4	Great Extent	above 80% of the time

Leadership and Responsibility

Cultural Intelligence

- Readily changes or is changed to positively affect results in a diverse group
- Suspends judgment: thinks before acting
- Determines cultural differences and adapts behavior accordingly
- Is attuned to the values, beliefs and body language of people from different cultures and uses this knowledge to interact with empathy and understanding
- Takes the initiative to learn about different cultures
- Responds open-mindedly to different ideas and values

Personal & Social Responsibility

- Is accountable for what he or she thinks, says and does
- Works on one's own character and skills development
- Is self-motivated
- Designs a life that honors individual values and purposes
- Demonstrates commitment to learning as a lifelong process

Effective Communication

- Uses interpersonal and problem-solving skills to influence and guide others toward a goal
- Knows how to be an engaged listener and when to be an engaging speaker; sees communication as a two-way process
- Creates a desired effect using verbal and non-verbal communication
- Understands the emotions and intentions underlying the information conveyed

Critical and Creative Thinking

- Actively and skillfully conceptualizes, applies, analyzes, synthesizes, and evaluates information to reach an answer or conclusion
- Is open to new ideas and perspectives and willing to challenge personal beliefs and investigate competing evidence
- Uses evidence to make clear, rational and open-minded decisions; avoids value judgments
- Generates new ideas within or across domains of knowledge drawing upon, or intentionally breaking with, established symbolic rules and procedures
- Draws upon preparation, incubation, insight, evaluation, elaboration and communication to add value

Adaptability and Flexibility

- Consciously considers all angles of a new or unforeseen situation to carefully adapt to shifting circumstances
- Is willing to get out of personal comfort zone and reinvent self, if need be
- Can withstand stress
- Demonstrates willingness to change or compromise
- Can react constructively when unexpected situations arise

Self Reflection

- Is committed to exercising introspection about personal values, beliefs, styles of communication, successes and failures to become more effective in all areas of life
- Takes time for contemplative practice

Capacity for Uncertainty

- Works effectively in a climate of ambiguity and changing priorities
- Redefines problems and recreates solutions with little information or precedence
- Is willing to participate in new endeavors and take risks when there is no prescribed way of doing things

Collaborative Mindset

- Personally connects with others on an honest human level, building commitment to maximize positive impact
- Demonstrates ability to work effectively and respectfully with diverse teams
- Leverages the strengths of others to accomplish a common goal
- Inspires others to reach their very best via example and selflessness

Innovative Approach

- Changes his or her mindset, takes risks, challenges assumptions and embraces ambiguity
- Takes an unconventional and ingenious approach to problem-solving; sees new ways of doing things; breaks the mold

Digital Agility

- Hyperaware & open-minded to respond quickly to the changes in Digital Transformation
- Informed decision maker who relies on data and trusts his or her intuition
- Rapid and efficient implementation of decisions
- Explores and creates value driven innovative business models