

4SI3 –Innovation for Social Impact
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Winter 2022 Short Syllabus

COURSE OBJECTIVE

The course is designed to introduce students from across academic disciplines to the concept of social innovation and how systems change. The course will use a blend of in-class and experiential learning in partnership with local non-profit agencies to ensure students can relate their lessons to a real-world context. In understanding how systems change in our world, students will begin to identify the role they might play in addressing the many complex social and environmental challenges we face in society today.

The course will be taught by non-profit industry professionals, with extensive experience fostering social innovation within the social purpose sectors.

COURSE DESCRIPTION

The course will provide an introductory understanding of social innovation and related concepts; as well as an understanding of methods of creating change, including social enterprise, social finance, policy, and activism. Classes will include a mix of case presentations, panel discussions with the non-profit community, exercises, and reflection activities.

A key component of the course is for students to work with non-profit organizations on a particular area of need. Engaging in this way will support the course content and students will be asked to reflect on how and why their contribution is or is not useful. Elements of the course the collaboration will reinforce include:

- Understanding cross-sector contributions in change efforts
- Leadership development for social change
- Systemic approaches to addressing complexity
- Practices and approaches to change efforts.

The course will use guest speakers, in-class activities, discussion, and a major engaged project with non-profit partners

EVALUATION (SUBJECT TO CHANGE)

Midterm	Multiple Choice (individual)	20%
Writing Assignment	Research Writing assignment (individual)	15%
Engagement	Classroom participation (individual)	10%
	Reflection Journals (individual)	10%
Major Project	Major Group Project with non-profit agency	45%

Note, course is currently being co-designed with the non-profits that will be participating in the major projects. Details of the course are subject to change and evolution.

Research/Writing Assignment

You will be asked to research a program or strategy that can be characterised as socially innovative. It could be a social enterprise, social financing, or social policy. It is important that it has produced transformative outcomes. In 1500-2000 words, using evidence from the course readings to support your claim, articulate why it is a social innovation, what strategies they deployed to achieve positive outcomes, how they measured their outcomes and what were any unintended side effects (good or bad) that may have resulted.

Reflection Journals

Each class in this course focuses on a topic important for understanding social innovation in theory and eventually in practice. To guide your learning, during class you will be presented with a reflection prompt during the last 20 minutes of class. This prompt will relate to the week's assigned readings and lecture. You will have the opportunity to refine your reflection at home before submitting it at the following week's class.

Major Project

The major project will consist of 2 sub-projects in which students will apply leading social purpose tools in collaboration with partner non-profit organizations. These projects will leverage tools that are at the forefront of social innovation in today's non-profit organizations. The exact projects will be determined in collaboration with our non-profit partners but will be drawn from the following 5:

1. **Theory of Change:** Helps you to hone the core idea at the heart of your change efforts.
2. **Stakeholder Map:** Mapping the people in your ecosystem looking at their levels of influence, proximity, size etc.
3. **Asset Maps:** Helps you understand context to identify resources available from within the community and a process for connecting and engaging the community. Helps to identify latent assets.
4. **User Journey:** Allows a mapping of organizations interactions with a stakeholder along a timeline. User journey maps help understand how best to manage these interactions.
5. **Evaluation:** Evaluation design is fundamental to intervention design. Dashboarding exercises help organizations understand what to measure and how to measure it.

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WEEK AND TOPICS	LEARNING OUTCOMES	Classroom Activities
MODULE 1: UNDERSTANDING THE SITUATION		
1: Jan 10 Introduction to Social Innovation Simple, complicated and complex problems	Demonstrate understanding of the difference between types of problems and how social innovation is identified. Demonstrate understanding of the difference between invention and innovation	Discussion: What does social innovation look like? Activity: Working in teams to identify different types of problems amenable to social innovation approaches.
2: Jan 17 An introduction to systems and systems thinking. Introduction to system scale.	Demonstrate ability to recognize systems and their component parts Demonstrate an understanding of how complexity shows up in real life	Activity: Creating a system diagram Panel: Non-profits present their understanding of a problem they are trying to address
3: Jan 24 Where am I in the system? Where is my idea, enterprise or issue in the system? Resilience: stuckness and snapback	Demonstrate understanding of the Adaptive Cycle Describe how resilience supports or hinders social innovation	Presentation: Local social entrepreneur to discuss system “stuckness” and overcoming barriers to development? Activity: Iceberg Exercise
4: Jan 31 Introduction to Collaborating in Complex Systems Introduction to Partnership Brokering: power is a fluid resource	The Collaboration Continuum and bringing your best self to working on change efforts. Understanding how power flows through a system.	Activity: Generative Star - a complexity tool

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<p>MODULE 2: UNDERSTANDING HOW CHANGE HAPPENS - Removing barriers is easier than forcing someone to change.</p>		
<p>5: Feb 7</p> <p>My role in a complex system: Entrepreneurship, Intrapreneurship, and Policy Advocacy</p>	<p>Describe the interconnections between intention, involvement, invention and innovation that are central to social innovation.</p>	<p>Lens Exercise: What you see differently from different perspectives</p> <p>In-Class Quiz: Testing vocabulary and concepts</p>
<p>6: Feb 14</p> <p>Introductions to social finance, social enterprise.</p>	<p>Define social enterprise and social finance. Demonstrate understanding of how innovations can be facilitated by social enterprises and social finance mechanisms.</p>	<p>Case: Registered Disability Savings Plan, a transformation decades in the making</p>
<p>Mid-term break Feb 21-27</p>		
<p>7: Feb 28</p> <p>Role of advocacy and activism</p> <p>Concept of bricolage: rearrange available assets rather than create new ones.</p>	<p>Introduce Berkana Institute TOC - another heuristic for understanding change in systems. Use it to talk through Activism and Advocacy</p> <p>Reading: <u>The Revolution Will Not be Funded</u></p>	<p>Case study on referenda. Policy can be a likely development from activism, but with support from inside.</p>
<p>8: Mar 7</p> <p>Shadow Side of Social Innovation:</p> <p>Connect understanding of social enterprise, finance, advocacy to nonprofit experience.</p>	<p>Demonstrate an understanding of how our intentions do not always produce positive outcomes.</p> <p>Introduce Asset and Stakeholder Mapping</p>	<p>Panel: Non-profits share how they have tried to deploy entrepreneurship, finance, policy advocacy in their work.</p> <p>Discussion: when good intentions aren't enough. Non-profits cite examples of lessons from the field for the class to discuss.</p> <p>Project: Working with your non-profit team, develop an Asset and Stakeholder Map.</p>

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MODULE 3: HOW TO AFFECT CHANGE		
<p>9: Mar 14</p> <p>Introduction to Design processes for systems change</p>	<p>Introductory understanding of design processes and ways of working collaboratively on change projects. These may include:</p> <ul style="list-style-type: none"> • Design Thinking • Theory U: a way of working on complex problems • Co-production • Advocacy Strategy Framework 	<p>Exercise: Students practice design thinking approach by working on a strategy to pilot in a local community setting.</p> <p>Group Activity: Examine a movement for change and discuss how they developed a will to act.</p>
<p>10: Mar 21</p> <p>Working in teams.</p>	<p>Demonstrated understanding of effective ways to collaborate</p> <p>Understanding of how power dynamics affect collaboration</p>	<p>Guest Speaker: Collaborating in Community - 10 Keys to a Connected Community</p> <p>Exercise: Thomas-Kilman Conflict Mode Instrument</p>
<p>11: Mar 28</p> <p>Evaluating Change Efforts</p>	<p>Understanding the parts of a theory of change.</p> <p>Understanding the why, what and how of evaluation.</p>	<p>Project: Working with your non-profit team, develop a Theory of Change.</p>
<p>12. Apr 4</p> <p>Scaling Up, Out and Deep</p> <p>Identifying windows of opportunity.</p>	<p>Demonstrate an understanding of where contributions towards positive outcomes can be made at various levels of a system.</p> <p>Reflect on learning from coursework, collaboration and reading.</p>	<p>Exercise: Using a social innovation discussed in class, map out the changes that took place across different scales of the system to see the outcomes realized.</p> <p>Discussion: Students and non-profit participants discuss their projects and reflect on the types of change explored through their collaboration together.</p>

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