

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

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 over 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 director of 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

The course requires a combination of individual assignments and group assignments focused on a social impact area. At the beginning of the course, students will be grouped by instructors into one of four social impact areas: health, poverty, environment, and education. In assigning students to groups, instructors will consider student preferences as well as the need for each group to have sufficient diversity to optimize learning. Each group will select a social impact goal (or goals) that will serve as the basis of all assignments. For example, students assigned to health might choose the goal of reducing opioid deaths, and students assigned to education might choose the goal of ensuring on-time grade level reading. Each assignment requires the application of the concepts captured in your readings and discussed in class and is designed to build on the previous one, culminating in the final group project. 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 issue that your group has selected within your group's assigned social impact area. 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 February 14 by the start of class.
- **Social Impact Strategy Part 1: Stakeholder Analysis and Draft Goals and Outcomes: (Individual assignment):** 2-page stakeholder analysis and a two-slide deck that includes draft social impact goal and outcomes for your group's selected social impact issue. This is an individual assignment. Due February 28 by the start of class.

- **Social Impact Strategy Part 2: Defining, Measuring, and Managing to Social Impact (Individual assignment):** Six-slide deck that includes your own articulation of your group’s chosen social impact goal; your individual proposal of the strategy and logic model to achieve goal, specific resources required; and an analysis of the strengths and limitations of your approach. Due March 28 by the start of class.
- **Final Project - Social Impact Leadership (Group Assignment: presentation and paper):** 10 – 12 page paper and in-class presentation that builds on your individual and collective 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 25. Final Group paper is due by May 2.

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

Reflections provide a chance for students to organize their thinking *prior* to class, which we have found results in more productive discussions for all, especially given the multi-disciplinary makeup of the class.

You are required to complete a set of 5-7 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 a team of 2-3 people to present a one-time, 5-10 minute recap of a previous class. Grading will also be complete or incomplete only.

DETERMINATION OF GRADE

	Individual (I) or Group (G)	Weight	Key Date
Assignments			
#1: Issue Scan Paper	I	15%	<i>February 14</i>
#2: Social Impact Strategy			
a) Stakeholder analysis and draft goal and outcome(s)	I	10%	<i>February 28</i>
b) Logic Model Slide Deck	I	10%	<i>March 28</i>
#3: Final Group Project			
a) Group presentations in class	G	10%	<i>April 25</i>
b) Group paper	G	25%	<i>May 2</i>
Reflections			

Short reflections (5-7 assignments) and One-time Recap presentation	I	10%	<i>See Class Calendar</i>
Participation			
Class participation	I	20%	<i>On-going</i>

The assignments and reflections are 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 Mariah, and Conor 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, syllabus, or calendar will be updated and announced on Canvas.

Class	Instructor	Due
17 Jan Week 1: Defining Social Impact		
Objectives <ul style="list-style-type: none"> 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 	<i>Kat Rosqueta</i>	

Group Work and Discussion	<ul style="list-style-type: none"> • Introductions 		
Readings	<ul style="list-style-type: none"> • Center for High Impact Philanthropy, "What are We Talking About When We Talk About Impact?" • Ostrom "Governing the Commons" (<i>first 8 pages</i>) 		
24 Jan Week 2: Smart Scanning Part 1			
Objectives	<ul style="list-style-type: none"> • 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 • Learn Team Building Strategies 	Kat Rosqueta	
Group Work and Discussion	<ul style="list-style-type: none"> • Form Groups • Select Topic 		
Readings	<ul style="list-style-type: none"> • Haight, "The Problem with Fair Trade Coffee" • Center for High Impact Philanthropy, "5 Myths and a Question about Impact" 		
31 Jan Week 3: Smart Scanning Part 2			
Objectives	<ul style="list-style-type: none"> • 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	Reflection #1 All students answer reflection questions on Canvas Recap #1 Assigned students will present a summary of previous class
Group Work and Discussion	<ul style="list-style-type: none"> • Conduct an in-class smart scan with feedback from peers and instructors 		
Readings	<ul style="list-style-type: none"> • 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" 		
7 Feb Week 4: Developing Social Impact Goals			
Objectives	<ul style="list-style-type: none"> • 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 	Kat Rosqueta, Hanh La	Reflection #2 All students answer reflection questions on Canvas
Group Work and Discussion	<ul style="list-style-type: none"> • In-class work on clarifying social impact goal 		

Readings	<ul style="list-style-type: none"> • 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://hbsp.harvard.edu/import/599531 		Recap #2 Assigned students will present a summary of previous class
14 Feb Week 5: Strategic Design Thinking			
Objectives	<ul style="list-style-type: none"> • Understand and practice applying design thinking concepts to social impact analysis and strategy 	Kat Rosqueta <i>Guest Lecturer:</i> Natalie Nixon	Assignment #1 (15%): Sector Scan and Landscape Analysis
Group Work and Discussion	<ul style="list-style-type: none"> • Nixon, “How to Lead with Design Thinking” • Brown, “Design Thinking” by Tim Brown • Nixon, Chapter 8 (“Service Design in Action”) from book <i>In Strategic Design Thinking: Innovation in Products, Services, Experiences and Beyond</i> • “Resonance: A Film About Design Strategy” by Continuum (12 minutes) 		
Readings	<ul style="list-style-type: none"> • TBA 		
21 Feb Week 6: Understanding and Leveraging Stakeholders			
Objectives	<ul style="list-style-type: none"> • Understand approaches to stakeholder analysis • Appreciate the real-world challenges of managing stakeholders in social impact 	Kat Rosqueta, <i>Guest Lecturer:</i> Jenny Bogoni	Reflection #3 All students answer reflection questions on Canvas Recap #3 Assigned students will present a summary of previous class
Group Work and Discussion	<ul style="list-style-type: none"> • Conduct Stakeholder Analysis 		
Readings	<ul style="list-style-type: none"> • Bryson, “What to do When Stakeholders Matter” 		
28 Feb Week 7: Frameworks for Social Impact Strategy			
Objectives	<ul style="list-style-type: none"> • Define ‘strategy’ • Understand how social impact goals affect strategic choices Become familiar with tools/approaches used in social impact strategy	Kat Rosqueta <i>Guest Lecturer:</i> Chris Rabb	Assignment #2a (10%): Stakeholder Analysis; and Draft Goal and Outcomes
Group Work and Discussion	<ul style="list-style-type: none"> • Group work on consensus Goal and Outcomes 		

Readings	<ul style="list-style-type: none"> • Demystifying Strategy • Kania, Kramer and Russell, “Strategic Philanthropy for a Complex World” • Political Strategy for Peace 		
7-Mar	SPRING BREAK		
14 Mar	Week 8: Logic Models and Theory of Change		
Objectives	<ul style="list-style-type: none"> • Understand and design logic models and theories of change as tools for social impact analysis and strategy 	Hanh La	Reflection #4 All students answer reflection questions on Canvas Recap #4 Assigned students will present a summary of previous class
Group Work and Discussion	<ul style="list-style-type: none"> • Worksheets to be posted 		
Readings	<ul style="list-style-type: none"> • 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) 		
21 Mar	Week 9: Measuring Impact		
Objectives	<ul style="list-style-type: none"> • 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 	Hanh La	Reflection #5 All students answer reflection questions on Canvas Recap #5 Assigned students will present a summary of previous class
Group Work and Discussion	<ul style="list-style-type: none"> • TBA 		
Readings	<ul style="list-style-type: none"> • Center for High Impact Philanthropy, “Beyond Compliance” • Pena, “The Search for a Predictive Indicator” • Epstein & Yuthas, “Measuring and Improving Social Impacts”- Part 4 		
28 Mar	Week 10: Lab Session		
	In-class lab session		

<p>Given the diversity of schedules/programs, we are providing one, in-class lab session. During this time, you and your teammates can work together by sharing your individual approaches and begin preparing for your final group project, including the group presentations (due in 3 weeks.) We will have templates and exercises to help you structure your time, and the TAs will be available to provide guidance.</p>		<p>CwiC Advisor, Mariah Casias Conor Carroll</p>	<p>Assignment #2b (10%): Logic Model Slide Deck</p>
Readings	No readings		
<p>04 Apr Week 11: Linking Cost and Impact</p>			
Objectives	<ul style="list-style-type: none"> 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 	<p>Kat Rosqueta</p>	
Group Work and Discussion	<ul style="list-style-type: none"> TBA 		
Readings	<ul style="list-style-type: none"> 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 		
<p>11 Apr Week 12: Financing Models</p>			
Objectives	<ul style="list-style-type: none"> Understand various governance and financing models for social impact Recognize strengths and limitations of various approaches 	<p><i>Guest Lecturer:</i> Ruth Schaber</p>	
Group Work and Discussion	<ul style="list-style-type: none"> TBA 		
Readings	<ul style="list-style-type: none"> Preston- "Getting Back More Than a Warm Feeling" - NY Times Case: Acumen/Embrace 		
<p>18 April Week 13: Communicating Impact</p>			
Objectives	<ul style="list-style-type: none"> Identify effective approaches to public interest/social impact communication 	<p><i>Guest Lecturers:</i></p>	

	<ul style="list-style-type: none"> Understand the key elements of a successful story 	Solutions Journalism, Filmmakers	
Group Work and Discussion	<ul style="list-style-type: none"> Group work on Presentation 		
Readings	<ul style="list-style-type: none"> The Case Against Resonance: http://csic.georgetown.edu/magazine/the-case-against-resonance/ Reframing School Discipline: A Communications Playbook http://frameworksinstitute.org/assets/files Goodman, "Why Bad Presentations Happen to Good Causes" Goodman, "The Five Parts of the Perfect Pitch"/PDF/reframing_school_discipline_comms_playbook_2017.pdf 		
25 Apr	Week 14: Student Presentations		
Group Work and Discussion	<ul style="list-style-type: none"> Student Presentations and Guest Panel Discussion 	All Students, Guest Panel (TBA)	Assignment #3a (10%): Group Class Presentation
02 May	Assignment #3b (25%): Group 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 they want
- 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