Innovation & Sustainability: Business doing Good - ENT6930

Fall 2017 - Mod 2, meeting T/R 7-8th (2-3:45pm) in Stulzin 103

Instructor: Kristin E. Joos, Ph.D.
Office: 133 Bryan Hall (CEI)
Office Phone: 252-435-0555
Office Hours: Tuesdays from 4-5pm and by appointment, please email to schedule
Email: kristin.joos@warrington.ufl.edu

Access our class in Canvas here

TA: Lexi Sidle ENT6930_TA@warrington.ufl.edu

Questions regarding your grades, course assignments, or other “bookkeeping” issues should be addressed to our TA. When sending email inquiries, be sure to identify yourself.

Social Entrepreneur-in-Residence:
Abhi Lokesh abhi@fractureme.com
Our SE-in-Residence is available by appointment, email him to connect.

Want more information & resources about Innovation, Sustainability, and Social Entrepreneurship?
See: http://warrington.ufl.edu/centers/cei/engagement/socialimpact

(rev. August 16, 2017 please always view the most recent version of this syllabus at http://bit.ly/ent6930-innovsust-syllabus-fall2017 as the online version is always most up-to-date — moreso than any PDF version. Please hold down “shift” and click to reload/refresh so you’re sure to see the most updated version.)

Course Description
Society is on a number of unsustainable paths: rising costs of healthcare, paradigm shifts in education, environmental degradation & ecosystem decline, pollution, poverty, inefficient transportation, migration & urbanization, etc. In this class, we will examine these unsustainable paths as opportunities and responsibilities for future business leaders, leaders who are innovative and strategic and believe it is possible for business to be a force for good.

The purpose of this course is to offer students practical information about the exciting frontier of innovation and entrepreneurial activity benefiting people, the planet, and profit. Sustainability in business refers to competitively advantageous strategies and practices firms adopt to grow revenues, cut costs, improve market share, enhance brands, and redesign products and processes to reduce or eliminate adverse environmental, health, and community impacts.

We will begin the semester by quickly reviewing “business as usual,” we will then move on to a discussion of corporate social responsibility, which will set the context for the remainder of the term focusing on how business can be a force for positive social, environmental, and economic impact— in other words, how businesses can “do well and do good.” This course will be grounded in the Business Case for Sustainability and will involve readings, films, cases, guest speakers, and experiential learning exercises to explore issues including (but certainly not limited to) systems thinking, design thinking, creating shared value, cradle to cradle design, Global Capitalism: Creating the Next Industrial Revolution (1999) by Paul Hawken;
-Cradle to Cradle: Remaking the Way We Make Things (2002) and Upcycle: Beyond Sustainability— Designing for Abundance (2013) by William McDonough & Michael Braungart;

Other Readings are posted in e-Learning or will be made available in class.

Recommended Readings (not required):

Required Readings:
-The Responsible Company: What we've learned from Patagonia’s first 40 years by Yvon Chouinard & Vincent Stanley, ISBN: 0960122783, copyright 2012 (TRC)

Course Objectives
-Explore and analyze information, frameworks, and tools for recognizing, assessing, and pursuing sustainable business opportunities
-Understand the process of entrepreneurship (and intrapreneurship) can be used to leverage resources and mitigate risks, when planning & creating ventures to address social, environmental, and economic challenges
-Examine examples of innovators implementing successful sustainability strategies
-Practice the key skills & mindsets of social entrepreneurs: leadership, optimism, grit, resilience, creativity & innovation, empathy, and emotional & social intelligence

Class Requirements and Evaluation Criteria:

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<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
<th>FINAL Grade</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Informative Form</td>
<td>10</td>
<td>A</td>
<td>188 and above</td>
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<tr>
<td>Experiential Learning Consulting Projects + Presentations (points vary for Option A/B)</td>
<td>80 - 100</td>
<td>A-</td>
<td>180-187</td>
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<tr>
<td>Experiential Learning Consulting Proposal (points vary for Option A/B)</td>
<td>10 - 20</td>
<td>B+</td>
<td>176-179</td>
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<td>Competencies of Changemakers Exercise</td>
<td>10</td>
<td>B</td>
<td>168-175</td>
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<td>Participation</td>
<td>20</td>
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<td>156-159</td>
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<td>TOTAL POSSIBLE POINTS</td>
<td>400</td>
<td>C-</td>
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<td>D+</td>
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<td>120-127</td>
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http://catalog.ufl.edu/graduation/ugrad/cohorts/ntc/grade.aspx

1 of 4 8/16/17, 12:40 PM
### Innovation & Sustainability: Business doing Good - ENT6930

**Class participation**
In addition to attending class, please come prepared to engage with the material and to participate in the class discussion. Before class you should complete the readings and think critically about their application to the topic of the day. On days when we have guest speakers, you should review any background materials provided and think about questions or issues you would like them to address. You are expected to actively participate in class discussion, express your perspectives and listen carefully to the views of your classmates. We expect for your contributions to build on or respond to the readings and lectures and make links to materials and lessons from other courses and current events.

**Assignments**
The assignments will be submitted via Canvas on the due date & time listed below. You must paste your work into the assignment form on Canvas rather than send as an attachment. If you would also like to add an attachment (in order to preserve important formatting) please save as .doc or .rtf. NOT .docx, we can not accept .docx format documents. You will not receive a grade if your work is not pasted in to the Canvas submission form. We will count your 5 best Assignment grades, dropping the lowest grade; all 6 Assignments must be submitted.

Late work will be accepted only in extenuating circumstances (with the exception of the extra credit, which must be submitted on time), the later it is, the less points you will earn; late work will not receive full credit; we believe "better late than never" and we also need time to grade, thus all late work must be turned in by 12pm on Friday December 1st.

**Format:** All work for this class (Assignments, Reading Questions, etc.) should be well organized, professional, and proofread—using grammar and punctuation properly. Assignments should be single-spaced, in 10-12 point arial or times new roman font, with margins of 1” or less. Note that newer versions of Word default to 1.15 line spacing, please change that to 1.0.

Information Form: Due 5pm Fri. 10/27 – 4pts, see: https://www.surveymonkey.com/s/ent6930infoform
Assignment 1: Due 10am Tues. 10/31 - 10pts
Assignment 2: Due 10am Tues. 11/7 - 10pts
Assignment 3: Due 10am Tues. 11/14 - 10pts
Assignment 4: Due 10am Tues. 11/21 - 10pts
Assignment 5: Due 10am Tues. 11/28 - 10pts
Assignment 6: Due 10am Tues. 12/5 - 10pts

**Experiential-Learning Consulting Project**
More information about the Experiential Learning Consulting Project (aka Final Projects) will be discussed in class and will be linked here soon. We will be working in teams (of 1-5 students). Please be sure to review the link in the prior line as it includes all of the details + due dates.

Spontaneity Clause:
Due to the number of guest speakers (all of whom are busy with their own social ventures & whose time is precious), the schedule will be revised as necessary. Advance notice will be given when possible, most likely by email or as announcements posted in e-Learning.

Competencies of Changemakers Exercise
10 points possible - due Wed. 12/6 at 12pm in Canvas. It is highly recommended that students not wait until the near the end of the term to begin the exercises, as they are best started closer to the beginning of the term and completed over time. More information is here: http://bit.ly/ent6930-competenciesofchangemakers-fall2017

Schedule of Topics
The Syllabus, especially the sections including the Course Schedule & Reading Assignments will be updated as we go along. The online version of this document always supersedes any printed version.

Please complete the readings before coming to class on the day they're assigned. Guest Speakers, Panels, Live-Cases, and Presentations always deserve the same level of preparation and participation as does any other class.

### Schedule of Topics

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction &amp; Course Overview</td>
<td>Online: Ashoka: What is a Social Entrepreneur?</td>
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<tr>
<td>10/24, 10/26</td>
<td>What are Innovation &amp; Sustainability and why are they important for</td>
<td>- Schwab: What is a Social Entrepreneur?</td>
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<td>the future of Business?</td>
<td>Drayton: Everyone is a Changemaker</td>
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<td>Becoming business leaders, creating a more just, sustainable,</td>
<td>Forbes: Let's Stop Calling everything Social Entrepreneurship</td>
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<td>healthy, happy world: activities from Work on Purpose &amp; the</td>
<td>Devex: A New Framework to Better Understand Social Entrepreneurship</td>
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<td>Transformative Action Institute</td>
<td>Canvas: Albion: What's your Impact?</td>
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<td>- Guest Panel of Student Social Entrepreneurs</td>
<td>TRC: Chapter 1</td>
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<td>Pitches from Experiential Learning Consulting Project</td>
<td>MG: Chapter 1</td>
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<td>Community Partners</td>
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<td>Week 2:</td>
<td>Innovation &amp; Sustainability: a myriad of social, environmental, and</td>
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<td>10/31, 11/2</td>
<td>economic challenges = a plethora of opportunities</td>
<td>Online: TechCruch: The Real Reason we should be Thinking about Sustainability</td>
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<td>The Business Case for Sustainability</td>
<td>Canvas: Sustainability Revolution, Chapter 1</td>
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<td>Pitches from Experiential Learning Consulting Project</td>
<td>HBR, Making the Business Case for Sustainability</td>
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<td>Community Partners</td>
<td>TRC: Chapter 2</td>
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<td>MG: Chapter 2-3</td>
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<td>Week 3:</td>
<td>Innovation &amp; Sustainability:</td>
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<tr>
<td>11/17, 11/9</td>
<td>&quot;Business as Usual,&quot; unsustainable paths, and greenwashing</td>
<td>SIE: Chapter 1-2</td>
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<td>Corporate Social Responsibility, the Double/Triple/Integrated</td>
<td>TRC: Chapter 3</td>
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<td>Bottom Line</td>
<td>MG: Chapter 4-6</td>
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<td>Canvas: Time/Newsweek, Can Companies be good + do well</td>
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<td>- HBR, Creating Shared Value</td>
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<td>- Business Week, The Corporate Givers</td>
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<td>Online: Fortune: 45 Companies that are Doing Good by Doing Well</td>
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<td>TriplePundit: Fortune 500 Companies Pledge to go 100% Renewable</td>
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<td>TopicPundit: The Anti-Trends for 2016 or Enough is Enough</td>
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Week 4: 11/14, 11/16
Innovation & Sustainability: the entrepreneurial process & building better models
- Certified B-Corporations
- Panel of local social entrepreneurs with for-profit ventures

SIE: Chapter 3
TRC: Chapter 4-5
MG: Chapter 7-8
Canvas:
- BCorp Declaration of Interdependence
- Earth Charter
Online:
- Slideshow, Structuring Social Enterprise for Impact
- Good Mag, What is a B-Corp?
- Forbe: Empathy is not just the Flavor of the Month

Week 5: 11/21
Innovation & Sustainability: creating shared value and measuring impact and funding strategies (Global Initiative for Sustainability Ratings (GISR), Global Impact Investing Ratings System (GIIRS))
- Guest expert on Impact Investing

SIE: Chapter 4
TRC: Chapter 6
MG: Chapter 9
Canvas:
- Time, Bill Gates on "Creative Capitalism"
- New York Times, Impact Investing-Teeters on Edge of Explosive Growth
- Business Week, The Halo Effect: Impact Investing
- Huff Post: Impact Investing
Online:
- HuffPost: It's Time to Stop Talking about Social Entrepreneurship

Week 6: 11/28, 11/30
Innovation & Sustainability: Innovation, sustainability, and entrepreneurship in a nascent startup
- Live Case

Week 7: 12/5, 12/7
Experiential Learning Consulting Project Presentations

Week 8 (Finals): Experiential Learning Consulting Project Presentations will continue, if more time is needed

Important Notes:
- Information on this syllabus is tentative & subject to change. Adjustments & revisions will be announced in class.
- Please keep your laptops and cell phones silenced and stored in your bags while in class, I will let you know if we need to use them for an activity.
- If you have questions, please ASK—either during class, in my office, or email me (kristin.joos@warrington.ufl.edu)
- Email is always the best way to initially contact us, and then we can follow up in a more personal manner (like phone or scheduling an online or in-person appointment) if needed. The “conversation” tool in Canvas is fastest IF you’re contacting us during our scheduled office hours—followed by email, and perhaps the least-quick way to reach me is by phone, though you’re welcome to leave a message and I promise to call back as soon as I receive it, I check VM once or twice a week. Again, we ask that you please NOT contact us using the Messages or Comments tools in Canvas as we are often not notified that your messages.
- If you have any special needs or considerations, please let us know as soon as possible so we may make the necessary accommodations. Please be sure to register with the Disability Resource Office (http://www.dso.ufl.edu/drc/) who will provide documentation to students to assist in requesting accommodation.
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
- UF students are bound by The Honor Pledge which states: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” (from the Student Guide: http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code)
- Students who violate the Academic Honesty Guidelines will be penalized according to the procedures outlined in the guide above, which include failing the course.
- Students are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions as to the integrity of your conduct or the conduct of other students, please review the information in the link above and contact me. “I didn’t know,” is not an excuse.
- Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.
- Students with concerns about this course should first please contact us so we can do whatever we can to be of help, if we are somehow unable to help, the DSO also has resources here.
- Student Support Services: If you are experiencing an extenuating circumstance (personal/family emergency, health concern, or other serious problem) I strongly recommend you contact the Dean of Students Student Support Office (http://www.dso.ufl.edu/supportservices/), it is their mission to be of help to you. Perhaps most helpful is their U Matter, We Care program (http://www.umatter.ufl.edu/). Also, UF Counseling & Wellness Services (http://www.counseling.ufl.edu/cwc/default.aspx) can be reached at 352-392-1575 and UPD (http://www.police.ufl.edu) can be reached at 352-392-1111.
- For any technical issues you encounter with Canvas please contact the UF computing Help Desk at 352-392-4357. For Help Desk hours visit: http://helpdesk.ufl.edu/

If you have read this far, there is one more thing that you might find helpful to know… During the Fall 2012 semester I was honored to receive a scholarship to attend the International Social Entrepreneurship Programme at INSEAD Business School. One of the professors there was Hal Gregersen, author of The Innovator’s DNA. He is working on a new book entitled The Social Innovator’s DNA. At the very end of his lecture, in closing, he shared with us a finding from his latest research on social entrepreneurs—explaining that it’s one of the few dimensions where entrepreneurs & social entrepreneurs tend to differ. Dr. Gregersen said, “The achilles heel of the social entrepreneur is that they... care too much.” I felt as though he’d spoken directly to my own heart. I’ve been told countless times over the past two

3 of 4
8/16/17, 12:40 PM
decades. "Kristin, your problem is that you care too much." I share this with you as perhaps knowing this, helps you to better understand where I'm coming from and why I teach the way I do—trying to fit too much information into too little time, attending to both the big picture and the myriad of tiny details, and having high expectations. I really do care. A lot. Perhaps, at times, too much.

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