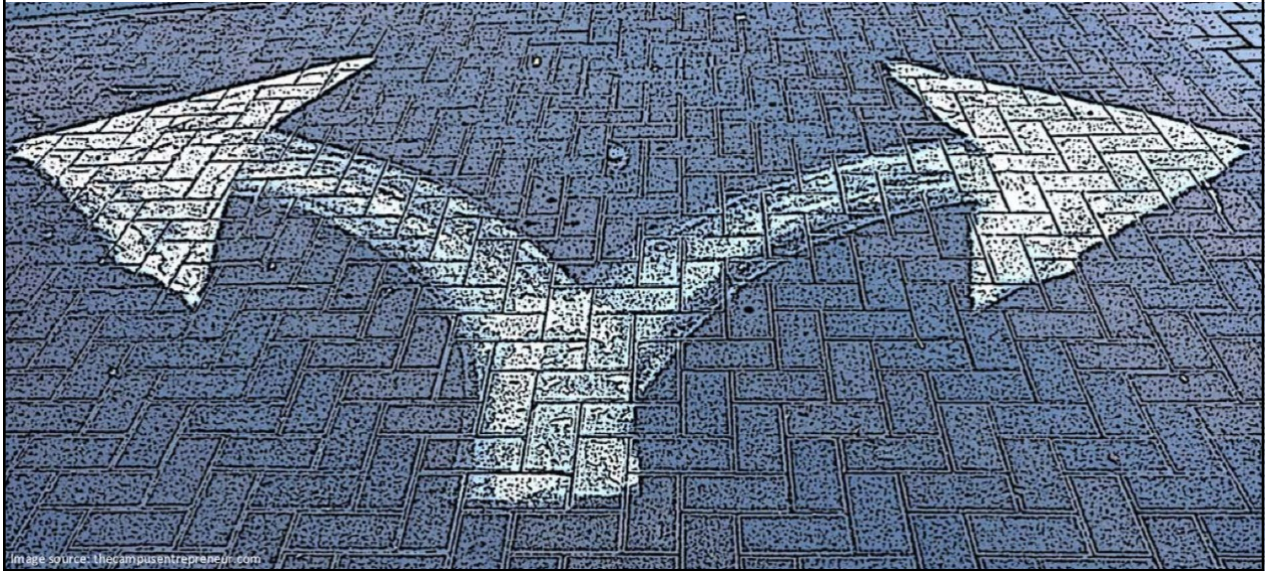


Critical Analysis & Ethics

October 12, 2023



1

01 what's happening + in the news

02 critical thinking

03 the value of social enterprise

04 ethical issues in social enterprise

05 key questions and frameworks

06 debate

TODAY'S CLASS

2



Base-of-the-pyramid consumer catalog + mobile commerce platform

Simplifying

E-commerce for 750 million Middle to Low-Income Africans

Using a mobile application, a network of over 38,000 agents, and seamless logistics systems, Copia provides access to essential products at affordable prices to over 1.9 million customers.

OUR PROCESS

WATCH OUR STORY

Not providing access only to products for social good...also giving access to products the people want.

copiaglobal.com

WHAT'S HAPPENING

3



Reframing How We Think of Food, Creativity Key to Winning War on Food Waste



"food loss" = everything lost between farm and retailer

"food waste" = takes place after it reaches retailer and consumers

White Moustache Yoghurt – turning whey (byproduct of yoghurt-making process) into new line of tangy drinks (probiotic tonics) and frozen treats.

<https://whitemoustache.com/>

WHAT'S HAPPENING

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Foodstash Rescued Food Market

October 1 2022



“pay-what-you-feel” Olympic Village grocer offers perishable foods

1 in 7 Canadians is food-insecure
1 in 20 Vancouverites lives below poverty line

Voluntary payment for surplus, “ugly” or approaching best-before date rescued food.

Grocery stores, wholesaler, markets & farms.
Community fridge for donations ~ tinned & dry good, produce, baked goods & cooked foods from registered kitchens. (< 2 days)

BCBUSINESS

<https://www.bcbusiness.ca/Vancouvers-first-zero-waste-rescued-food-market-opens-October-1>

IN THE NEWS

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OUR PROGRAMS
GET INVOLVED

ABOUT US



**F O O D
S T A S H**
FOUNDATION

DONATE

SEARCH

Did you know?

In Canada we waste 58% of the food we produce.

If food loss and waste were a country it'd be the 3rd biggest source of greenhouse gas emissions.

About 1 in 5 people in Canada are food insecure.

Source: Second Harvest , World Economic Forum, PROOF

<https://www.foodstash.ca/>

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Critical Thinking

- Observation and analysis
- Comparing actual to expected outcomes
- Judgment and decision-making
- Heuristics
- *It's political (gasp)*

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*“The paradigm challenge for us is captured
by Quo warranto? (By what authority?)
By what authority are you, or I, or anyone,
empowered to resolve the matter at hand?”*

John C. Lewis

source: John C. Lewis, 2017

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Who	... benefits from this? ... is this harmful to? ... makes decisions about this? ... is most directly affected?	... have you also heard discuss this? ... would be the best person to consult? ... will be the key people in this? ... deserves recognition for this?	<div>Critical Thinking Worksheet</div>
What	... are the strengths/weaknesses? ... is another perspective? ... is another alternative? ... would be a counter-argument?	... is the best/worst case scenario? ... is most/least important? ... can we do to make a positive change? ... is getting in the way of our action?	
Where	... would we see this in the real world? ... are there similar concepts/situations? ... is there the most need for this? ... in the world would this be a problem?	... can we get more information? ... do we go for help with this? ... will this idea take us? ... are the areas for improvement?	
When	... is this acceptable/unacceptable? ... would this benefit our society? ... would this cause a problem? ... is the best time to take action?	... will we know we've succeeded? ... has this played a part in our history? ... can we expect this to change? ... should we ask for help with this?	
Why	... is this a problem/challenge? ... is it relevant to me/others? ... is this the best/worst scenario? ... are people influenced by this?	... should people know about this? ... has it been this way for so long? ... have we allowed this to happen? ... is there a need for this today?	
How	... is this similar to _____? ... does this disrupt things? ... do we know the truth about this? ... will we approach this safely?	... does this benefit us/others? ... does this harm us/others? ... do we see this in the future? ... can we change this for our good?	

source: globaldigitalcitizen.org

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*be mindful of
positionality
intersectionality*

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*“We don’t see things as they are.
We see things as we are”*

Anais Nin

source: John C. Lewis, 2017

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Critical Systems Heuristics

A Brief Introduction to CSH

SOURCES OF MOTIVATION

- (1) Who is (ought to be) the **client** or beneficiary? That is, whose interests are (should be) served?
- (2) What is (ought to be) the **purpose**? That is, what are (should be) the consequences?
- (3) What is (ought to be) the **measure of improvement** or measure of success? That is, how can (should) we determine that the consequences, taken together, constitute an improvement?

SOURCES OF POWER

- (4) Who is (ought to be) the **decision-maker**? That is, who is (should be) in a position to change the measure of improvement?
- (5) What **resources** and other conditions of success are (ought to be) controlled by the decision-maker? That is, what conditions of success can (should) those involved control?
- (6) What conditions of success are (ought to be) part of the **decision environment**? That is, what conditions can (should) the decision-maker *not* control (e.g. from the viewpoint of those not involved)?

SOURCES OF KNOWLEDGE

- (7) Who is (ought to be) considered a **professional** or further **expert**? That is, who is (should be) involved as competent provider of experience and expertise?
- (8) What kind **expertise** is (ought to be) consulted? That is, what counts (should count) as relevant knowledge?
- (9) What or who is (ought to be) assumed to be the **guarantor** of success? That is, where do (should) those involved seek some guarantee that improvement will be achieved - for example, consensus among experts, the involvement of stakeholders, the experience and intuition of those involved, political support?

SOURCES OF LEGITIMATION

- (10) Who is (ought to be) **witness** to the interests of those affected but not involved? That is, who is (should be) treated as a legitimate stakeholder, and who argues (should argue) the case of those stakeholders who cannot speak for themselves, including future generations and non-human nature?
- (11) What secures (ought to secure) the **emancipation** of those affected from the premises and promises of those involved? That is, where does (should) legitimacy lie?
- (12) What **worldview** is (ought to be) determining? That is, what different visions of 'improvement' are (should be) considered, and how are they (should they be) reconciled?

Figure 4: Checklist of boundary questions

The second part of each question, beginning with 'That is, ...' defines the boundary category in question.
(Source: W. Ulrich 2000, p. 258, originally in 1987, p. 279f)

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The Value of Social Entrepreneurship

1. When do social enterprise solutions make the most sense?
2. What are the boundaries and limits of social enterprise?
3. Do social enterprise efforts yield long-run commitment to the problems we face?
4. Where is social enterprise located in the value chain of producing social good and hope?

source: Dacin, 2013

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what are some of the ethical issues in
social entrepreneurship?

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What Influences Ethical Conduct?

1. **Moral awareness:** recognition that a situation raises ethical issues
2. **Moral intent:** identifying which values should take priority in a decision
3. **Moral decision making:** determining what course of action is ethically sound
4. **Moral action:** following through on ethical decisions

source: Rhode & Packel, 2009

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Ethical Framework for Innovation

1. **Humanistic:** asserts human dignity through human ingenuity, imagination and entrepreneurialism that can come from anywhere
2. **Non-hierarchical:** ideas come from many sources
3. **Participatory:** designing *with* (not for) real people
4. **Sustainable:** systems change and benefits persist, even if individual endeavours eventually fail

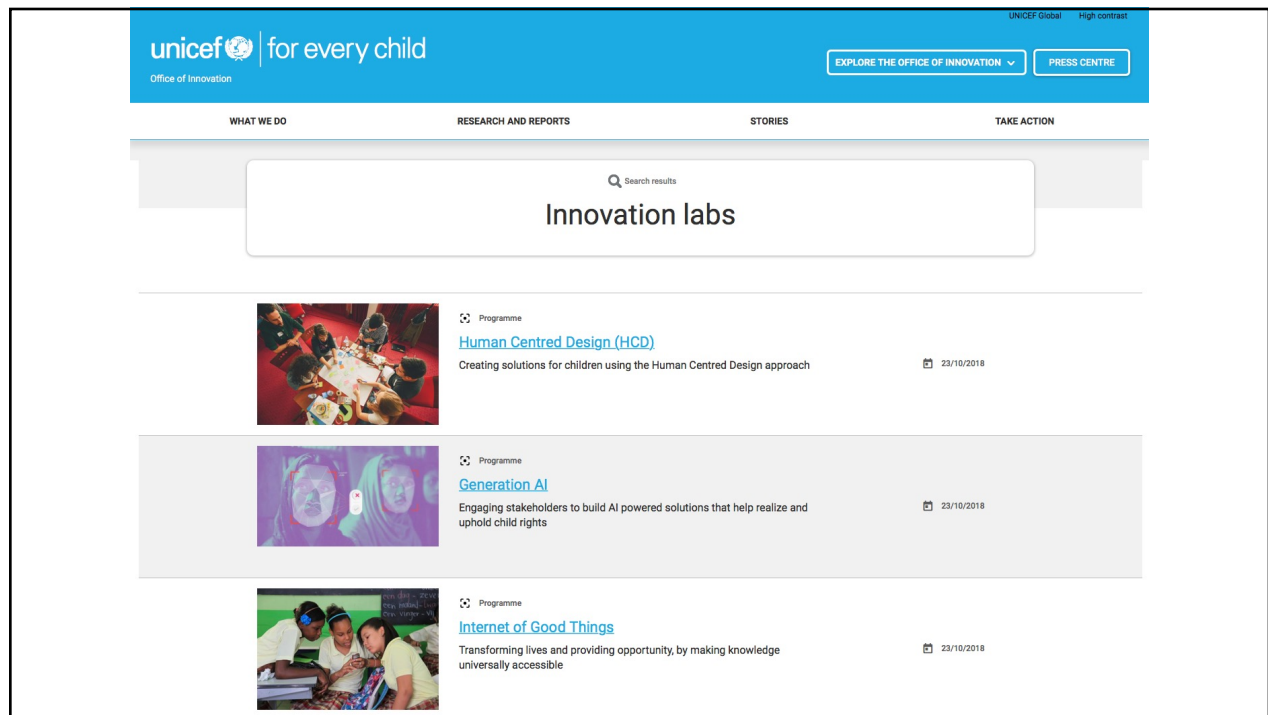
source: Fabian & Fabricant, 2014

19

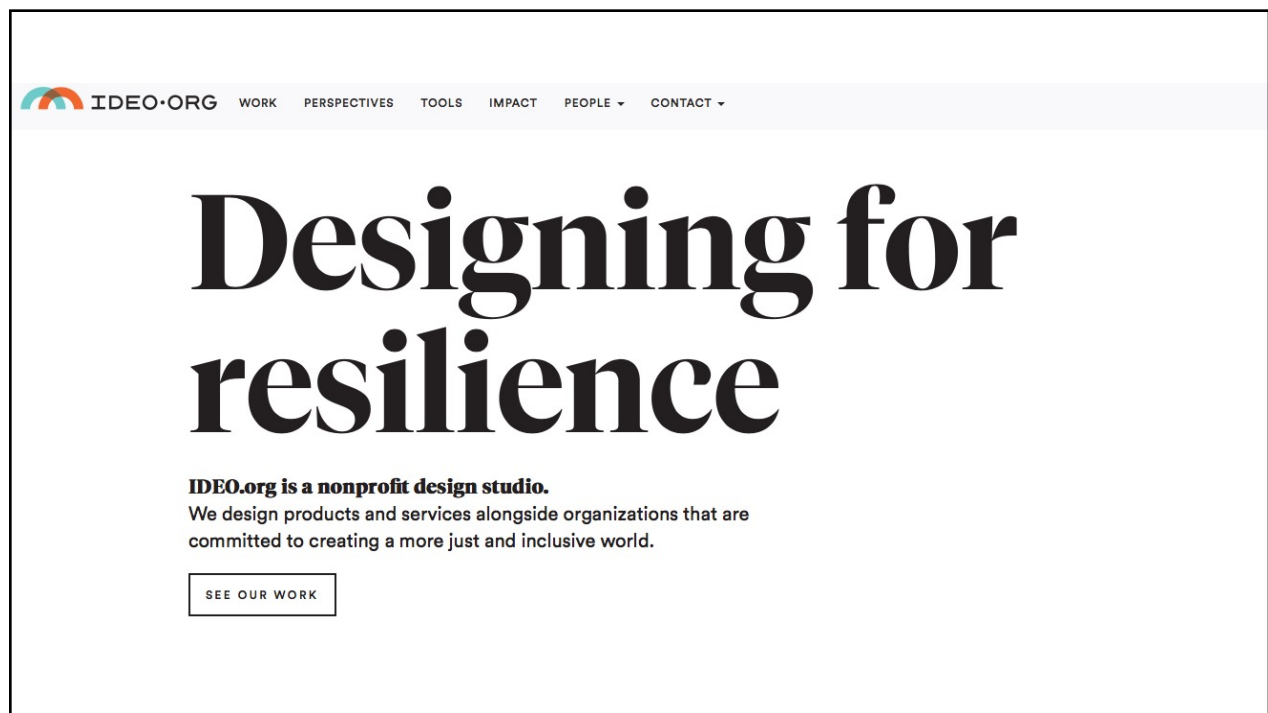
examples of labs + collaboration

- UNICEF's Innovation Labs
<https://www.unicef.org/innovation/topics/innovation-labs>
- IDEO.org
- Frog Design
<https://www.frogdesign.com/sector/social-impact>
- Acumen Academy
<https://www.acumenacademy.org>

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Evolution of (at least) four fields:

- Environmental management
- Social Impact measurement
- Stakeholder value theory & practice
- Social innovation & systems change

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key takeaways:

Questions via Stakeholder Theory

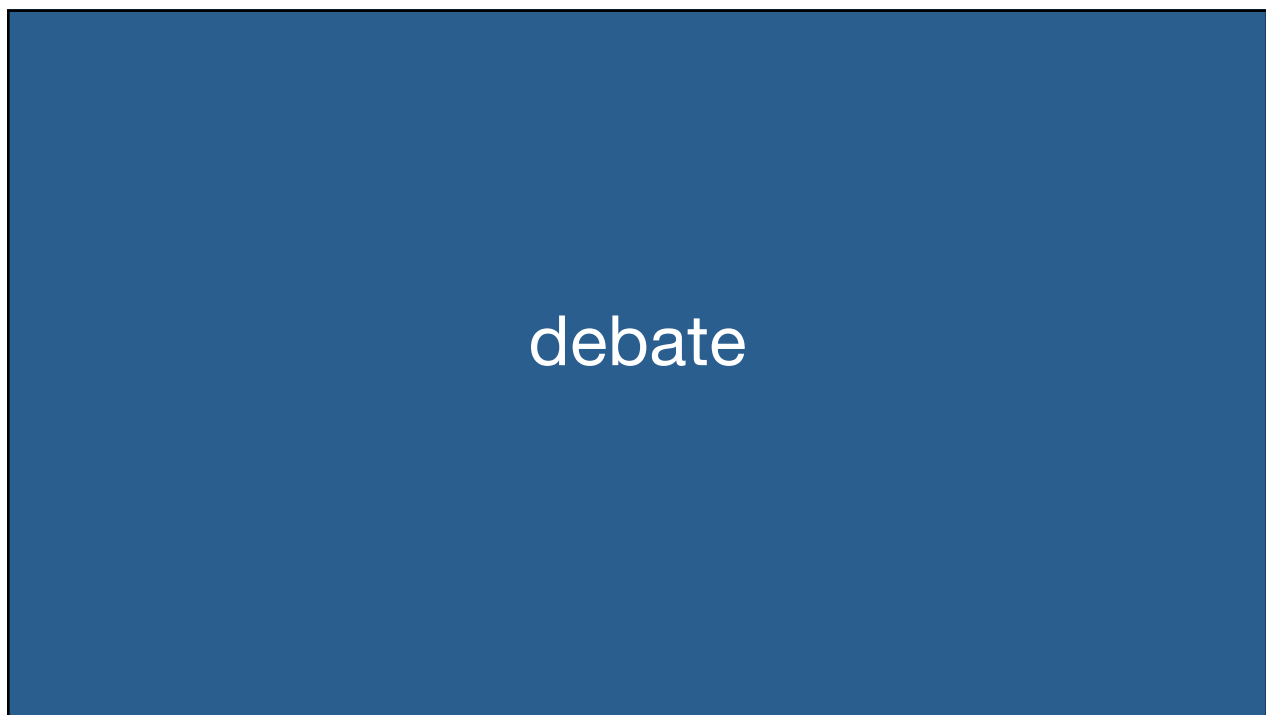
- If this decision is made, for whom is value created and destroyed?
- Who is harmed and/or benefited by this decision?
- Whose rights are enabled and whose values are realized by this decision (and whose are not)?
- What kind of person will I become if I make this decision?

sources: Freeman, 2013; Griffin, 2015

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Problem Statement vs. Paradox

“ Paradox welcomes multiple points of view, pathways toward understanding, and complex arguments. ”
– Thaler Pekar, 2012

What are the social problems or paradoxes in your common areas of interest?

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suggested debate topics

1. Is there a place for social entrepreneurship in all circumstances? When does it make sense for social enterprise to be used to tackle social problems? Are there contexts where it definitely does not make sense?
2. Should social entrepreneurs always seek community buy-in?
3. By what authority do we have a right, or feel empowered, to resolve the matter?
4. Can insights from start-up technology be used to tackle social problems?

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Assignment 2: SELECTED CASE STUDY + TEAM PRESENTATION

The purpose of this assignment is to allow students to learn about initiatives that social entrepreneurs have developed and implemented to address identified systemic issues and gaps. By researching and understanding best practices and "failures", students gain an understanding of the challenges and successes that social entrepreneurs experience along their journey creating social ventures.

This is a team assignment. After forming diverse groups of five (5), students will explore strategies that have been utilized to address a specific Social Problem. This specific Social Problem may have been one that was identified by a student (or students) in Assignment 1 (Social Problem Situational Analysis) or may be an entirely different problem.

Once the team has agreed on a Social Problem (which may include environmental, economic and/or social aspects), the next step is to research how social entrepreneurs have responded to fill the gaps. Of course, not all of the enterprises will be successful. Remember, we often learn more from strategies that may not have worked as originally anticipated. Selected Case(s) may be local, national or global.

Elements of the Case Study may include, however are not limited to, the following:

- **Problem/Issue** ~ Brief description of the social problem that the initiative is attempting to "solve" or address. It is important that the reader/audience has a clear understanding of why this is a problem. Be sure to include details of the context (region affected, underserved communities, etc.). If possible, speak to the larger system in which this problem is situated.
- **Social Enterprise** ~ Include a description of the social enterprise. (You may find the nine categories of the Business Model Canvas may provide a useful guideline. However, you are not limited to this format.) Describe how the venture attempts to address or "solve" the identified root problems and related issues. Pay particular attention to how the social entrepreneur(s) have responded to the gaps in the system they have determined. How did they hope to create a positive impact on the system? For whom were they designing their initiatives and who did they leave out?
- **Outcomes** ~ Describe the status and outcomes of the initiative ~ would you describe it as successful or not and why? Whether successful or not, what are some of the challenges that were faced. Is the enterprise still active? Has it scaled? If not, try to determine why the venture was not successful.
- **Key Learnings** ~ What are the key learnings and takeaways from this Case?
- **Future Iterations** ~ If your team were to attempt to redesign the selected social enterprise (whether currently successful or not), how might you do this?
- **Resources** ~ References must be clearly indicated for all sources used. Use of graphics and images to support your findings is encouraged.

PLEASE NOTE: This is a team assignment and represents 15% of the final grade.

DELIVERABLES:

1. **Team Written Submission** ~ The written piece should be about four (4) pages and support the team presentation and slides. References and supporting appendices (if required) are in addition. Clear structure, communication and grammar are essential.
2. **Team Presentations + Slides** ~ In-class presentations should be designed to be ten (10) minutes and include all team members.

DEADLINES:

1. **Team Written Submission + Presentation Slides** ~ Due 11:55pm Sunday October 22, via Canvas.
2. **Team Presentations** ~ Presented in class Mon Oct 23, Wed Oct 25, and Mon Oct 30 2023.

Assignment 2

Selected Case Study

Due Sunday October 22

01 Opioid Crisis

02 Opioid Crisis

03 Climate Change / Injustice

04 Food Waste / Insecurity

05 Homelessness / Housing Crisis

06 Homelessness / Housing Crisis

07 Environmental Impacts of Fast Fashion

08 Environmental Impacts of Fast Fashion

A2 SELECTED CASE STUDY TOPICS

01	Ioano, Isaiah, Mate, Olivia, William	05	Paahul, Riya, Toushaar, Riya, Zuhayr
02	Amber, Emma, Jas, Julia, Tavish	06	Jaryd, Jasleen, Jonathan, Shaurya, Ziyaan
03	Alexi, Hana, Julian, Pam, Surucha	07	Jose, Lauren, Mary-Joy, Natalie, Sarah
04	Alma, Lavanya, Mackenzie, Ramy, Samar	08	Carson, Cesar, Erica, Huihui, Kyra

TEAMS (Assignments 2 + 3)

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		individual / partner	team
prep:	Pre-assessments	10%	
assignment 1:	Social Problem Situational Analysis	20%	
assignment 2:	Selected Case Study + Presentation		15%
assignment 3:	Applied Social Enterprise Project		30%
assignment 4:	Reflection Paper	10%	
Participation*:	Participation + Engagement	15%	
total		55%	45%

ASSESSMENT

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***Participation + Engagement ~
Participation "Portfolio"**

- 1: in class speaking (synchronous)
- 2: discussion boards (asynchronous) ~ 1 week

PARTICIPATION



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		due	present
prep:	Pre-assessments	ongoing	
contribution:	In-class Participation + Engagement	ongoing	
assignment 1:	Social Problem Situational Analysis	oct 3	
assignment 2:	Selected Case Study + Presentation	oct 23	oct 23 - oct 30
assignment 3:	Applied Social Enterprise Project	nov 28	nov 29* + dec 4*
assignment 4:	Reflection Paper	dec 8	

note* clients attend

DATES

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01 guest speaker Oct 16 ~ Charlotte Lewthwaite,
Manager of Community Benefits & Partnerships, Buy Social Canada

02 assignment 2 topics ~ confirm/email by friday 6pm

03 class prep ~ review, complete class prep
pre-assessments ~ due by 9am on day of class

04 assignment 2 ~ selected case study
due October 22

REMINDERS



Image source: imgarcade.com