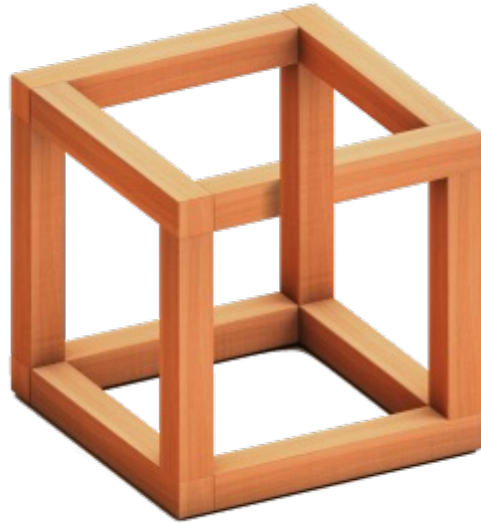


Defining Social Problems + Opportunities

part 2



September 20, 2023

image source: hermeticvision.com

1

Intro Card

1. full name + preferred name (if different)
2. faculty + year
3. specialization
4. why are you here?
5. what do you hope to learn (from course, peers)?
6. how do you define “social entrepreneurship”?
7. what inspires you?

2

- 01 what's happening + in the news
- 02 Sean Condon ~ takeaways
- 03 wicked problems
- 04 problem statement vs. paradox
- 05 empathy activity
- 06 assignment 1

TODAY'S CLASS

3

Dhillon Centre Alumni Event

Join the Peter P. Dhillon Centre for Business Ethics at UBC Sauder to hear from six inspiring alumni who were involved with the Dhillon Centre as students and are now making their mark on the world.

It's an opportunity to connect virtually with members of the UBC Sauder community who are passionate about responsible business as a lever for social and environmental change.

Friday, September 15, 2023
12:00–1:30 pm

For more information and to register:
www.sauder.ubc.ca/dhilloncentre



Hear from UBC Sauder alumni: Sarah Caven, Samuel Chen, Luk Pham, Natalie Youssef, Menaka Albuquerque, and Tony Pringle about their inspiring careers driving social and environmental change.

UBC SAUDER
SCHOOL OF BUSINESS

Peter P. Dhillon
Centre for Business Ethics

Sarah Caven
Samuel Chen
Luk Pham
Natalie Youssef
Menaka Albuquerque
Tony Pringle

When:
September 15, 2023
12:00–1:30 pm

Where:
Virtual
To register and receive Zoom
link: [ubc.zoom.us/meeting/register/u5YvcO2rrz0pGNKq4Xs5Wc8VTnp2KYXVQefe](https://ubc.zoom.us/join/register/u5YvcO2rrz0pGNKq4Xs5Wc8VTnp2KYXVQefe)

4

We're in business to save our home planet.

September 14 2022



patagonia Shop Activism Sports Stories

Earth is now our only shareholder.

"If we have any hope of a thriving planet – much less a business – it is going to take all of us doing what we can with the resources we have. This what we can do." ~ Yvon Chouinard

Patagonia's Purpose:
We're in business to save our home planet.

...use the wealth Patagonia creates to protect the source of wealth.

100% of voting stock to Patagonia Purpose Trust (created to protect the company's values)

100% of nonvoting stock to Holdfast Collective (non-profit dedicated to fighting environmental crisis and defending nature).

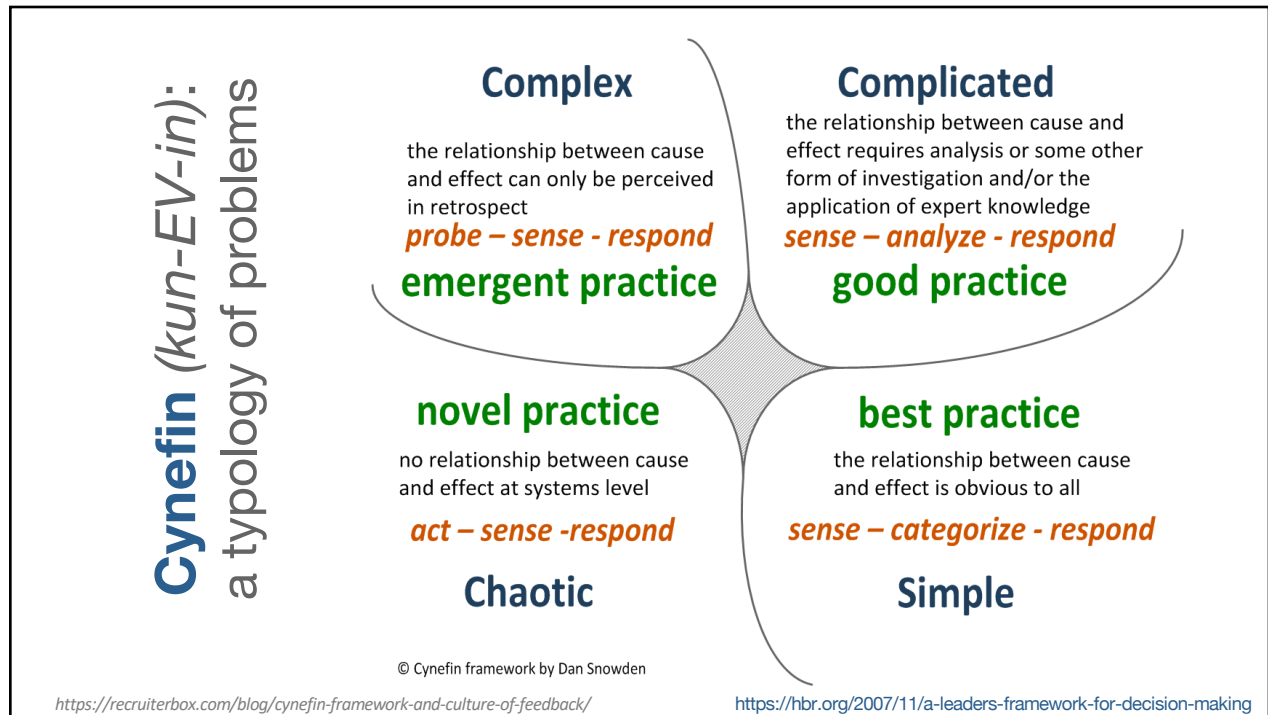
https://www.patagonia.com/ownership/?utm_source=instagram&utm_medium=social

IN THE NEWS

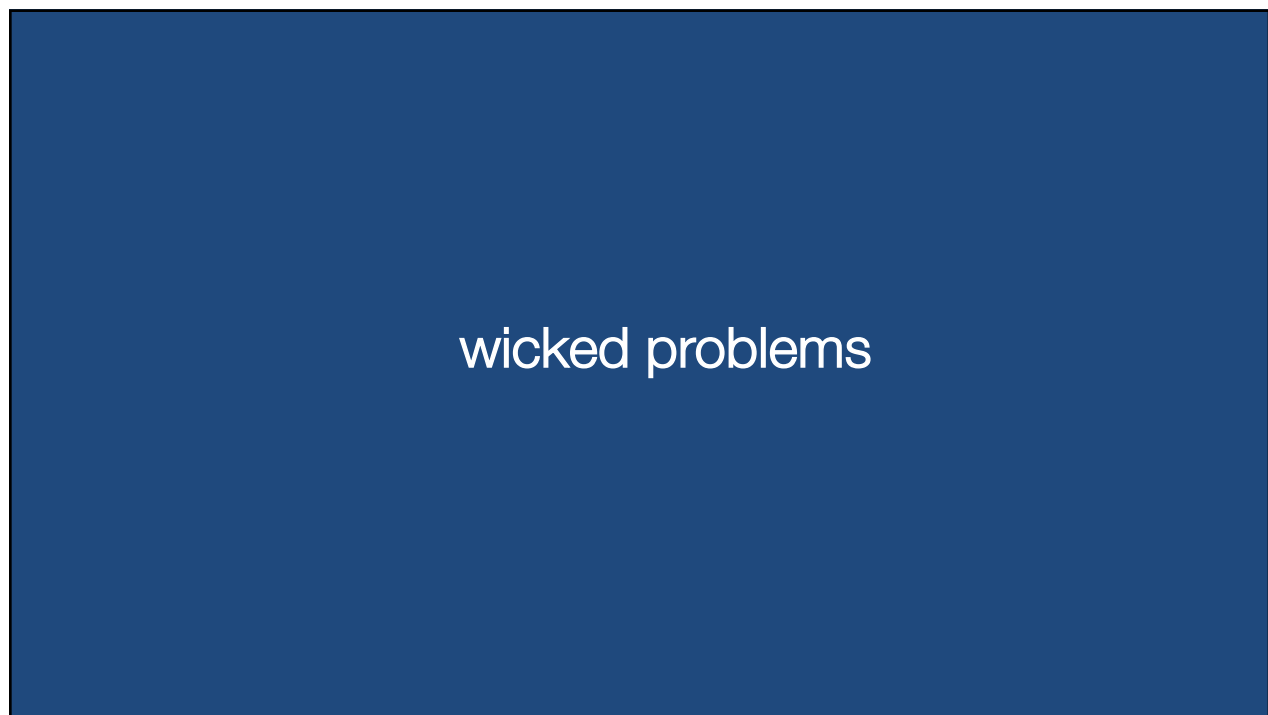
5

problems + opportunities

6



7



8

Greatest Problem Solving Challenges

1. Defining problems
2. Locating problems
3. Identifying the actions that might effectively narrow the gap between what-is and what-ought-to-be (p. 159)

“Social problems are never solved. At best they are only re-solved –over and over again”. (p. 160)

Rittel & Weber (1973)

9

10 Distinguishing Properties of Wicked Problems

1. No definitive formulation of a wicked problem
2. Wicked problems have no stopping rule
3. Solutions to wicked problems are not true or false, but good-or-bad
4. There is no immediate and no ultimate test of a solution to a wicked problem
5. Every solution to a wicked problem is a “one shot operation”

Rittel & Weber (1973)

10

10 Distinguishing Properties of Wicked Problems

6. Wicked problems to not have an enumerable set of potential solutions
7. Every wicked problem is essentially unique
8. Every wicked problem is considered to be a symptom of another problem
9. The existence of a discrepancy, representing a wicked problem can be explained many ways.
- 10.The planner has no right to be wrong

Rittel & Weber (1973)

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what problem would you like to solve?

12

what problem would you like to solve?

1. what is the fundamental problem?
2. who are the beneficiaries; other system actors?
3. what/who preserves the current equilibrium?
4. what would the transformed future look like?
5. what would you do first to tackle this problem?
 - Remember the stages of transformation: understand, envision, build, scale
 - Consider who might be a good collaborator

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Tackling Wicked Problems

- Seeing that it's a wicked problem is a start
- Respond with innovation and creativity
- Involve all stakeholders → interdisciplinary collaboration and **consilience**
- Rapid prototyping
- Appreciative Inquiry and Empathy

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15

Empathy Exercise

- Group of 3 people:
 - Speaker shares personal experience of a 'wicked problem'
 - Interviewer asks questions to understand more deeply
 - Observer/listener takes notes on empathy map
- ~10 minutes interviewing, then reflect as a group
- **Goal:** Practice empathy, a deeper understanding of another person's perspective, needs, motivations...

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Ask “why”, even when you think you know the answer.

Never say “usually” when asking a question. Ask about a specific instance or occurrence.

Encourage stories—they reveal how people think about the world.

Look for inconsistencies. Inconsistencies often hide interesting insights.

Pay attention to nonverbal cues: body language and emotions.

Don’t be afraid of silence. It lets a person reflect, and they may reveal something deeper.

Don’t suggest answers to your questions.

Ask questions neutrally. Questions shouldn’t imply a right answer.

Don’t ask binary questions (yes/no) Use “the 5 Ws” to start open questions.

<http://tlpny.com/design-thinking-empathy/>

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image source: IDEO.com

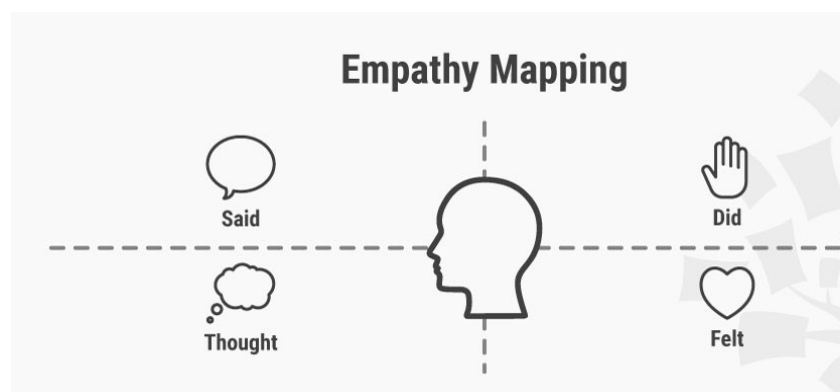
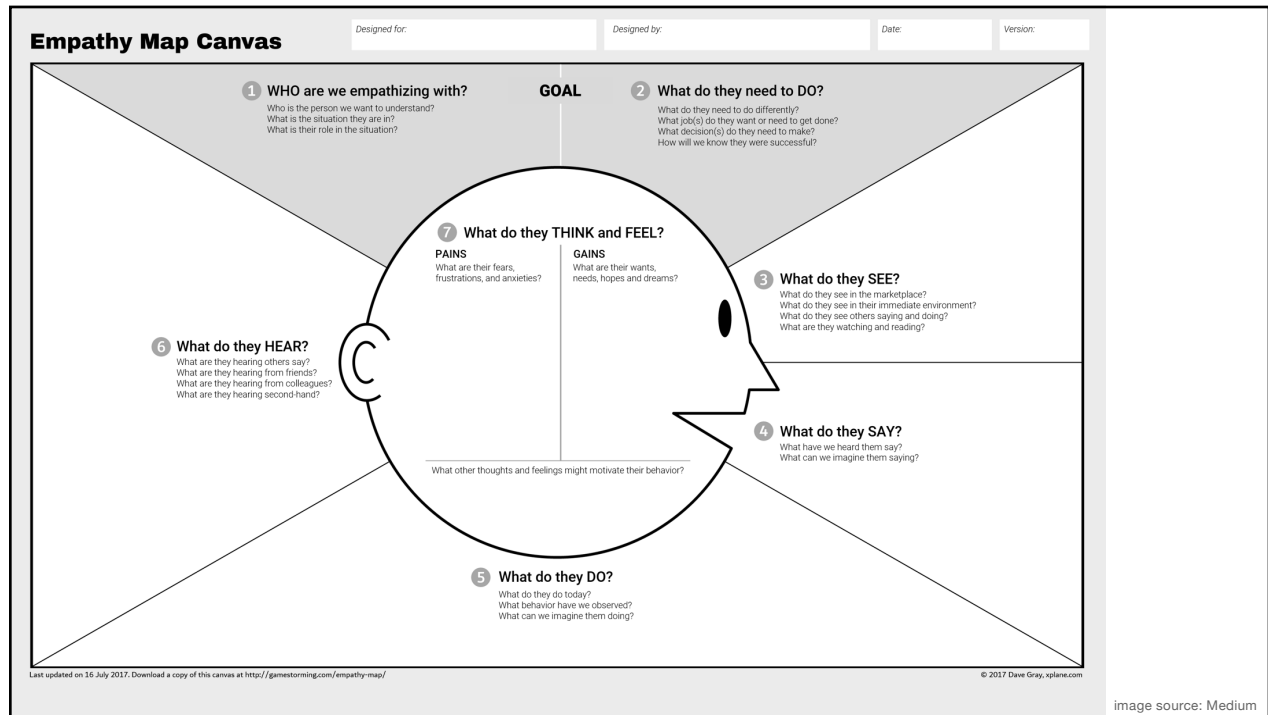


image source: Interaction Design Foundation

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Problem Statement vs. Paradox

“AND..... ”

“Your audience does not need to own the problem to own a part of the solution.”

Thaler Pekar, 2012

20

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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A1 SOCIAL PROBLEM SITUATIONAL ANALYSIS
partner
PARTNERS

ASSIGNMENTS

22

UBC

SAUDER

SCHOOL OF BUSINESS

COMM 485 SOCIAL ENTREPRENEURSHIP
Social Problem Situational Analysis –September 2023

Assignment 1: SOCIAL PROBLEM SITUATIONAL ANALYSIS

The purpose of a situational analysis written assignment is to help increase knowledge about the context of a social problem, identified and selected by the student. The selected problem may be local, national, global or specific to another country. With this in mind, it is important to understand the context and system of which the problem is a part, as well as the circumstances and influences that may have resulted in the situation. This type of exercise is essential to developing a deeper understanding of how any proposed future recommendations or initiatives might impact the system, all communities and stakeholders.

Students are encouraged to follow their interests and passions, looking broadly (locally, nationally, globally, etc.) to identify a compelling social problem. Through research, students will learn about the context of the problem; describe the current status of the issue; examine the causes and factors that have contributed to the problem; and provide an analysis of key strategies addressing the issues.

In preparing the situational analysis, please reference appropriate sources (literature and reports) and interpret and apply findings to regional issues (i.e. nutrition, health, education, the economy, environmental sustainability, etc.). This macro level background information will provide an important contextual backdrop. Elements of the situational analysis include:

- **Background/Context** – brief description of the situation in the region (i.e. country, province/state, city, etc) in terms of economy, climate, political structure, religion, gender and other factors that could have an impact on the problem space you are exploring. Consider regional differences and particularities.
- **Issue Status** – research and statistics about the relevant issues.
- **Causes of Issues** – summary of factors (i.e. historical, political, cultural, climatic, etc.) that might be contributing to the current state of affairs relating to the current situation.
- **Current Key Intervention Strategies** – brief analysis of strategies that are currently being implemented to address the issues, including why the strategies may have been selected (consider appropriateness from a cultural and national perspective). What might be some of the challenges with these strategies?
- **Resources** – references clearly indicated for all sources used.

Please Note: This assignment is to be completed with a partner, in groups of two students and represents 20% of the final grade. The main body of the situational analysis should be five (5) pages. References and supporting appendices (if required) are to be included in addition. Clear structure, communication and grammar are essential to a well-written piece.

DUE: Due 6pm Tuesday October 3, via Canvas.

ASSIGNMENT 1

		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

*Participation + Engagement ~
Participation “Portfolio”

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

PARTICIPATION



25

		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 assignment 1 ~ social problem situational analysis
email regarding partners by today

02 assignment 1 ~ social problem situational analysis
email about topics by friday september 22 6pm

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

04 sharing ~ new articles, resources, inspiration

REMINDERS



Image source: imgarcade.com