

# Defining Social Problems + Opportunities part 2

September 22, 2021

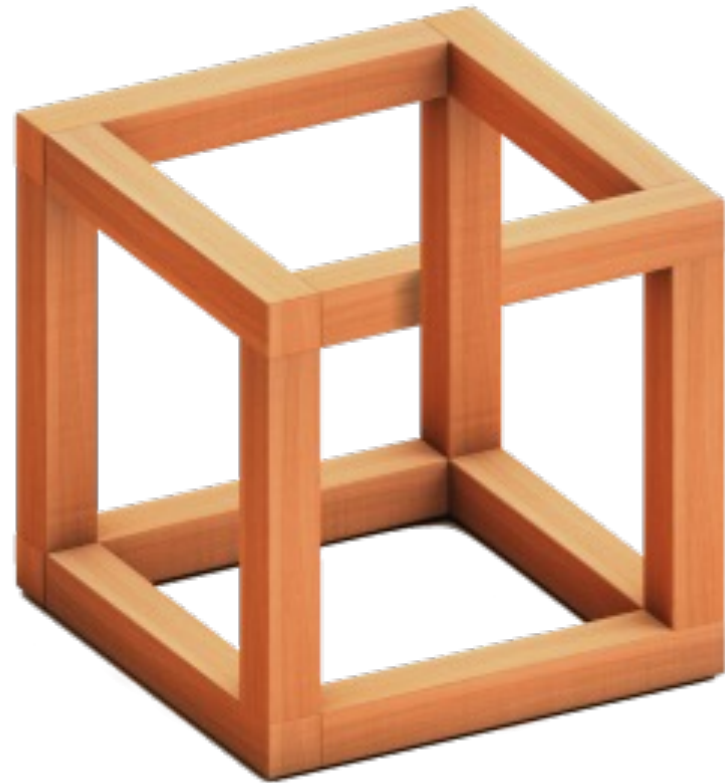


image source: hermeticvision.com

## 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?

# Hi I'm Lauren and I'll be your TA this term!

- I am a fourth year Finance student completing my concentration in Social Impact and Sustainability
- I am currently in Toronto completing a co-op term at Canada Pension Plan
- I am the co-founder of Common Thread - a chemical textile recycling start-up
- I am the co-president of the UBC Young Women in Business Club
- Outside of the classroom I am an avid baker, motorsport fan, and am learning to speak Swedish
- I look forward to working with you this term!



01

Lauren

02

what's happening + in the news

03

wicked problems

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problem statement vs. paradox

05

empathy activity

06

assignment 1

TODAY'S CLASS

# Undergraduate Business Case Competition

October - November 2022

## Ted Rogers Ethical Leadership Case Competition

Application deadline: October 6, 2022 at midnight  
Competition dates: November 11-12, 2022  
Location: Toronto

To apply, email your resume and cover letter to [christie.stephenson@sauder.ubc.ca](mailto:christie.stephenson@sauder.ubc.ca); more information at [www.sauder.ubc.ca/dhilloncentre](http://www.sauder.ubc.ca/dhilloncentre)

**UBC SAUDER**  
SCHOOL OF BUSINESS



Represent UBC Sauder at Canada's largest undergraduate business ethics case competition

**Peter P. Dhillon**  
Centre for Business Ethics

Competition Dates: November 11-12 2022  
Location: Toronto\*

**Application Deadline: October 6 midnight**

To apply, please email your resume and a brief letter indicating your interest in participating, as well as any exposure you've had to ethics or responsible business concepts in your courses, work background, or school activities

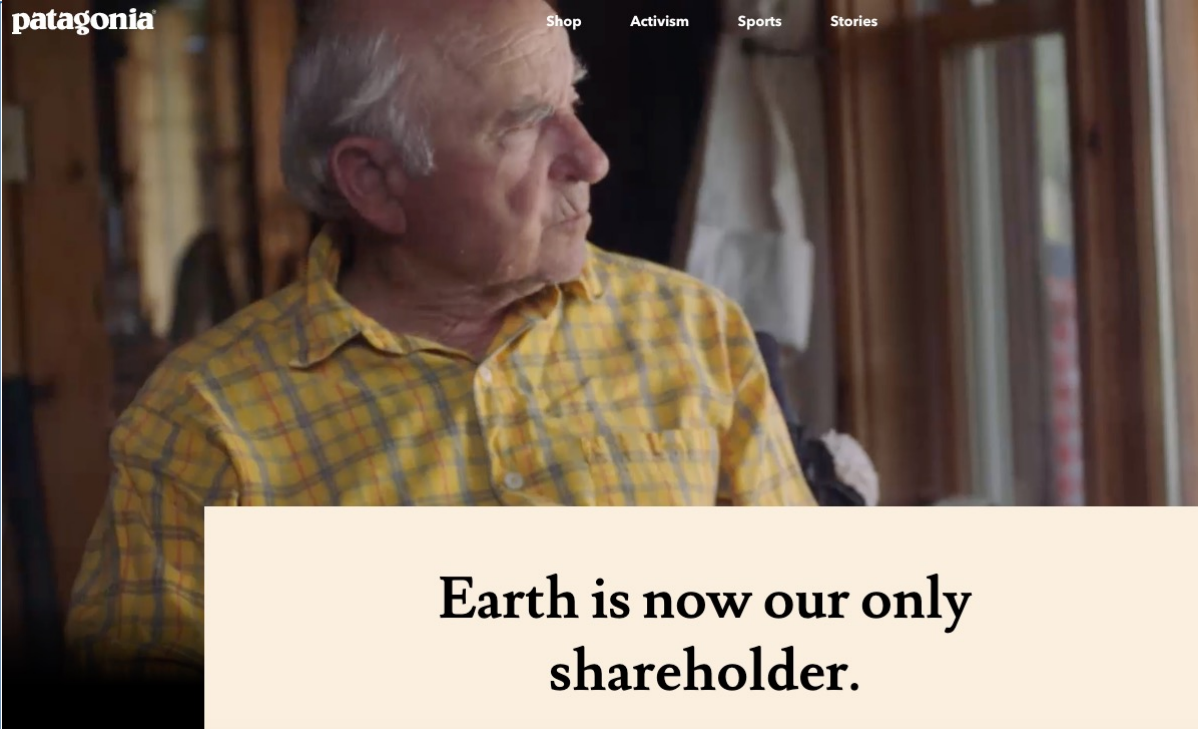
to [christie.stephenson@sauder.ubc.ca](mailto:christie.stephenson@sauder.ubc.ca). Both team and individual applications will be accepted.

*\* Partial funding for travel to Toronto will be covered by the Dhillon Centre*

## WHAT'S HAPPENING

We're in business to save our home planet.

September 14 2022

A screenshot of the Patagonia website. The top navigation bar includes the Patagonia logo and links for Shop, Activism, Sports, and Stories. The main image shows Yvon Chouinard, an older man with white hair wearing a yellow and black plaid shirt, looking off to the side. Overlaid on the bottom of the image is a white box with the text "Earth is now our only shareholder." To the right of the image, within a bordered area, is a quote from Yvon Chouinard, followed by "Patagonia's Purpose: We're in business to save our home planet." and two bullet points describing the company's ownership structure: 100% of voting stock to Patagonia Purpose Trust and 100% of nonvoting stock to Holdfast Collective.

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)

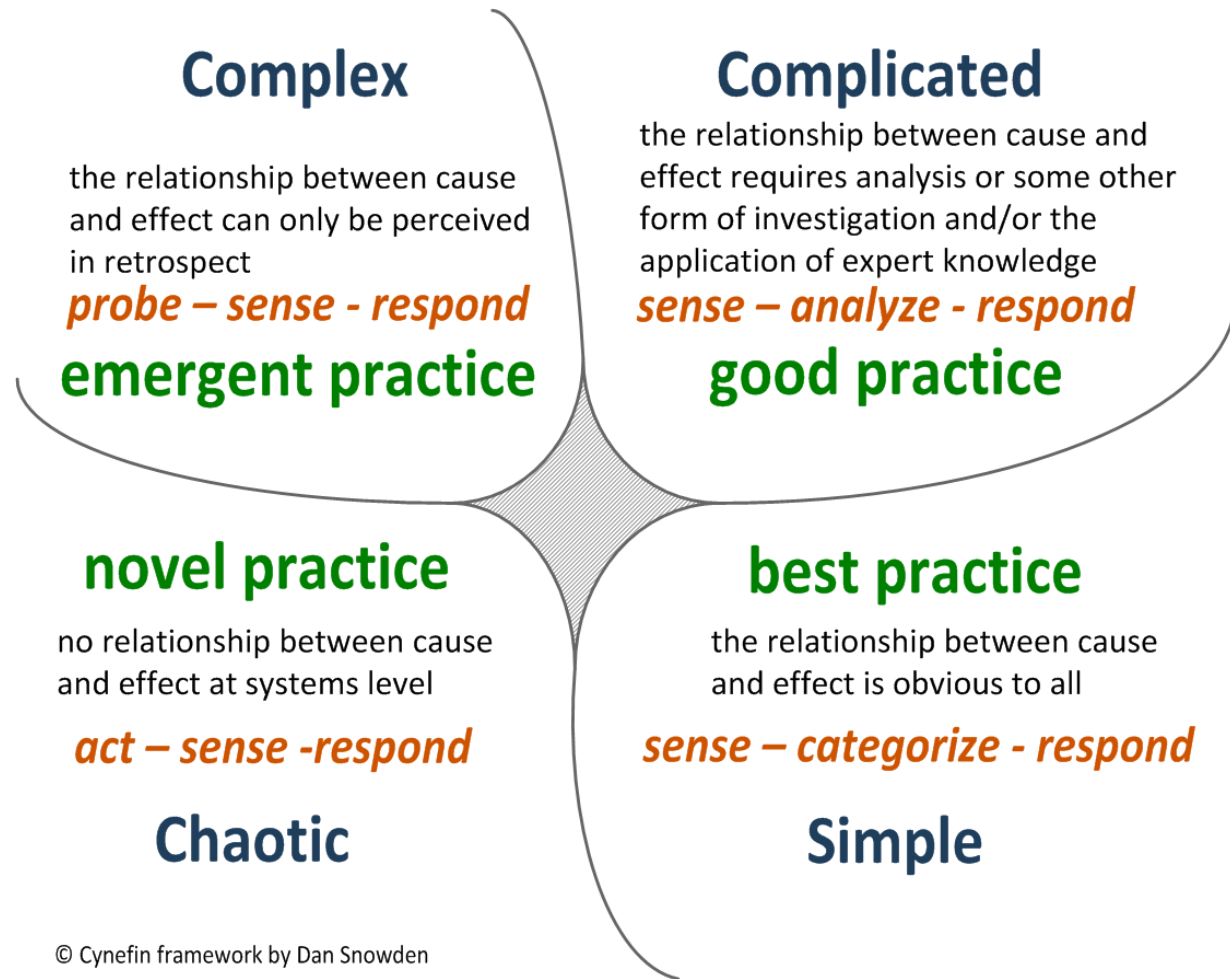
100% of nonvoting stock to Holdfast Collective (non-profit dedicated to fighting environmental crisis and defending nature).

[https://www.patagonia.com/ownership/?utm\\_source=instagram&utm\\_medium=social](https://www.patagonia.com/ownership/?utm_source=instagram&utm_medium=social)

IN THE NEWS

problems + opportunities

# Cynefin (*kun-EV-in*): a typology of problems



© Cynefin framework by Dan Snowden

<https://recruiterbox.com/blog/cynefin-framework-and-culture-of-feedback/>

<https://hbr.org/2007/11/a-leaders-framework-for-decision-making>



wicked problems

# 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)

# 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 Distinguishing Properties of Wicked Problems

6. Wicked problems do 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)

what problem would you like to solve?

# 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

# 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

Image source: <https://oneeyeland.com/gallery/49639/ears-garrigosa-7pgrid=16541&portfolio=49639>





# 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...

**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.

# Problem Statement vs. Paradox

“ .....AND..... ”

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

*Thaler Pekar, 2012*

# 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?

A1 SOCIAL PROBLEM SITUATIONAL ANALYSIS  
partner

PARTNERS

ASSIGNMENTS

### 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 Sunday October 2, 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





		due	present
prep:	Pre-assessments	ongoing	
contribution:	In-class Participation + Engagement	ongoing	
assignment 1:	Social Problem Situational Analysis	Oct 2	
assignment 2:	Selected Case Study + Presentation	Oct 23	Oct 24 - Oct 31
assignment 3:	Applied Social Enterprise Project	Nov 29	Nov 30 + Dec 5*
assignment 4:	Reflection Paper	Dec 9	

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note\* clients attend

# DATES

01

Guest Speaker Monday September 26  
Sean Condon, Executive Director of 312 Main

02

assignment 1 ~ social problem situational analysis  
share partners on discussion board by today  
share topics by friday september 23 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