

Defining Social Problems + Opportunities

September 14, 2022

image source: caglecartoons.com

01

what's happening + in the news

02

Interview + Grameen Veolia reading

03

opportunities in solving the world's problems

- social business differs from low cost business

04

stages of transformation

- stakeholder theory

05

wicked problems

TODAY'S CLASS

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 UBC Sauder students and alumni who are passionate about responsible business as a lever for social and environmental change.

Friday, September 9, 2022
12:00 – 1:30 pm

To register and receive Zoom link:
<https://ubc.zoom.us/join/register/65UadD-0gToat88ZwPNhKMYXUN-Mf6JphBPX> or
email christie.stephenson@sauder.ubc.ca



Patricio Cumming, Steve Petterson, Pauline Tsai, Emielia Dahl-Sam, Bruno Lam, Audrey Popa are UBC Sauder alumni who were involved in the Dhillon Centre while students. Hear how they have gone on to inspiring careers driving social and environmental change.

UBC SAUDER
SCHOOL OF BUSINESS

Peter P. Dhillon
Centre for Business Ethics

Patricio Cumming
Steve Petterson
Emielia Dahl-Sam
Pauline Tsai
Bruno Lam
Audrey Popa



COUNTDOWN Global Launch

10.10.2020

COUNTDOWN
To a **resilient** future

Countdown is a global initiative to champion and accelerate solutions to the climate crisis, turning ideas into action.

Watch the global launch

Countdown launched globally on 10.10.2020. Check out all the [talks and performances](#).

The goal: To build a better future by cutting greenhouse gas emissions in half by 2030 in the race to a zero-carbon world – a world that is safer, cleaner and fairer for everyone.

**Urgency
Leadership
Transformation
Breakthroughs
Action**

<https://countdown.ted.com/>

<https://www.ted.com/series/countdown>

RESOURCE



COUNTDOWN Global Launch

10.10.2020

Urgency



JOHAN ROCKSTRÖM

10 years to transform the future of humanity -- or destabilize the planet

Leadership



REBECCA HENDERSON

To save the climate, we have to reimagine capitalism

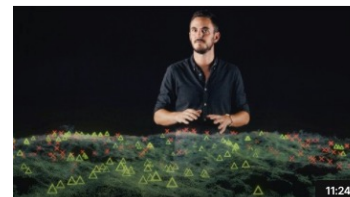
Transformation



VARUN SIVARAM

India's historic opportunity to industrialize using clean energy

Breakthroughs



THOMAS CROWTHER

The global movement to restore nature's biodiversity

Action



ROMAN KRZNARIC

How to be a good ancestor



DAVID LAMMY

Climate justice can't happen without racial justice



ELIF SHAFAK

If trees could speak



MONICA ARAYA

How cities are detoxing transportation



BRENT LOKEN

Can we create the "perfect" farm?



SOPHIE HOWE

Lessons on leaving the world better than you found it

<https://www.ted.com/series/countdown>

RESOURCE

Can "Leapfrogging" Mentality Be Applied to Accelerate the Transition to a Circular Economy in the Developing World?

September 2022



FROM PURPOSE TO ACTION: BUILDING A SUSTAINABLE FUTURE TOGETHER

Technological Ingenuity in African Nations: How They Are Solving the Plastic Waste Challenge

African nations often "leapfrog" outdated Western ways of doing things (i.e. communication infrastructure, banking access, solar energy)

informal waste collection (50%) + technology

Pilot w/ Mr. Green Africa and M-Pesa ~ provides additional collection method (reducing carbon footprint)

<https://sustainablebrands.com/read/from-purpose-to-action-building-a-sustainable-future-together/technological-ingenuity-in-african-nations-how-they-are-solving-the-plastic-waste-challenge>

IN THE NEWS

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"We see these waste workers as invisible heroes. They are the ones creating the most value in the whole waste-recycling chain. They are also making contribution to society and the environment."



<https://www.mrgreenafrica.com/>

Devex excerpt from Osberg

- “A system of actors can and often will produce a relatively stable equilibrium that is unpleasant and unproductive for some of those actors, **typically for the most underprivileged and marginalized.**”
- “Moving from one stable state to a new one, therefore, is **rarely a smooth and uncontested process.** It is not always clear during the transition that the new state will be achieved.”
- “Models that require constant reapplication of the same level of investment regardless of scale will commonly fail to produce sustainable equilibrium change. Such an approach may be too expensive to achieve transformational scale, especially when intended beneficiaries are **unable to pay for the benefit.**”

UN Sustainable Development Goals

<https://sdgs.un.org/goals>



“...social business is about making the economy work for everyone, including the poor people at the bottom of the pyramid...”

Muhammad Yunus

“...Look to your core business, not a peripheral one as a source of inspiration...”

Muhammad Yunus

what issues/barriers did the Grameen/Veolia
venture face?

Grameen Veolia Water

Business models to make the service accessible to all income levels:

- cross-subsidization among customer segments for same service (affluent vs. poor, urban vs. rural)
- cross-subsidization across different services (water and electricity)
- technological streamlining of access ~ i.e. delivery and payment
- other means of financing ~
 - local taxation
 - microcredit
 - PPP (public/private partnerships)

Grameen Veolia Water

GVW's options:

- cross-subsidize with bottled water sales to institutions
- cut out the dealers and sell direct to some households
- other direct sales methods?

Grameen Veolia Water

<https://www.youtube.com/watch?v=EJvAte-2IXM>



Who is “the beneficiary” of clean water?

“Public education does not exist for the benefit of students or the benefit of their parents. It exists for the benefit of the social order.

We have discovered as a species that it is useful to have an educated population. You do not need to be a student or have a child who is a student to benefit from public education. Every second of every day of your life, you benefit from public education.

So let me explain why I like to pay taxes for schools, even though I don't personally have a kid in school: it's because I don't like living in a country with a bunch of stupid people.”

John Green

Reaching the World's Poorest Consumers

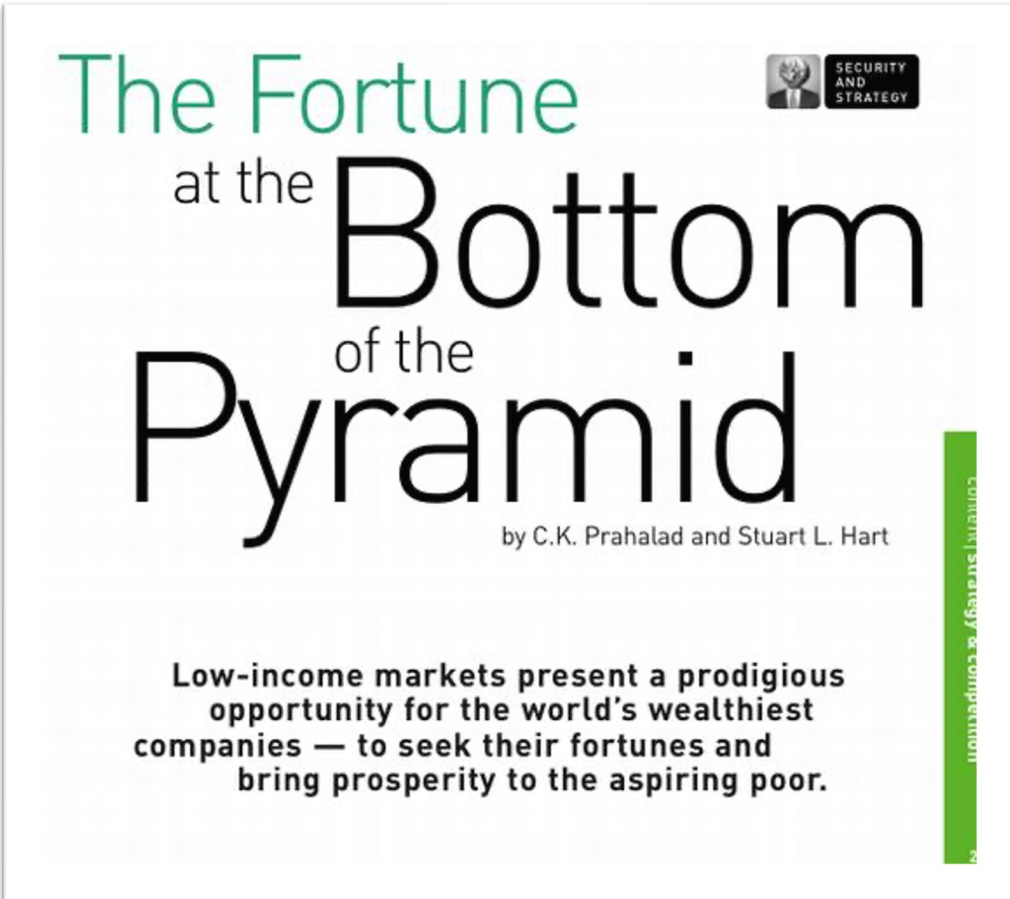
Exhibit 1: The World Economic Pyramid

| Annual Per Capita Income* | Tiers | Population in Millions |
|---------------------------|-------|------------------------|
| More Than \$20,000 | 1 | 75-100 |
| \$1,500-\$20,000 | 2 & 3 | 1,500-1,750 |
| Less Than \$1,500 | 4 | 4,000 |

* Based on purchasing power parity in U.S.\$

Source: U.N. World Development Reports

<https://www.strategy-business.com/article/11518>



The Fortune
at the Bottom
of the
Pyramid

by C.K. Prahalad and Stuart L. Hart

Low-income markets present a prodigious opportunity for the world's wealthiest companies — to seek their fortunes and bring prosperity to the aspiring poor.

SECURITY AND STRATEGY

strategy-business.com

Opportunities in Poverty Reduction

| Drivers of Innovation | Implications for MNCs |
|--|---|
| Increased access among the poor to TV, cellular, information | Increased awareness of and aspiration for beneficial products |
| Deregulation, diminishing role of government and foreign aid | More hospitable investment climate for MNCs, more cooperation from NGOs |
| Global overcapacity and intense competition in other pyramid tiers | BoP represents a huge untapped market for profitable growth |
| Need to discourage migration to overcrowded urban centres | MNCs must create products for rural populations |

Exhibit 2: Innovation and MNC Implications in Tier 4

source: Prahalad et al., 2002

Social Business ≠ Low-Cost Business

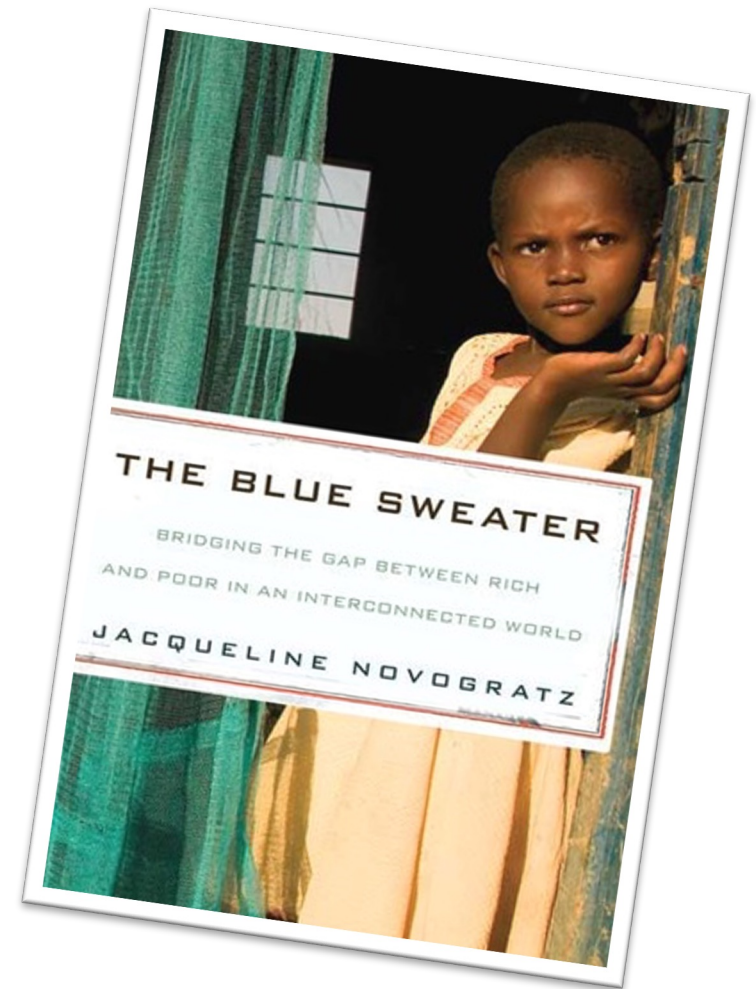
| | Low-Cost | Social |
|-------------------|---|--|
| VALUE PROPOSITION | OBJECTIVE TO MAKE A PROFIT BY IMPROVING ACCESS TO PRODUCTS AND SERVICES | TO IMPROVE ACCESS TO ESSENTIAL PRODUCTS AND SERVICES IN A FINANCIALLY SUSTAINABLE MANNER |
| | EXCLUSIVITY ANY CONSUMER CAN BUY THE OFFER | THE COMPANY DECIDES WHO THE TARGETS ARE AND HOW TO FILTER THEM |
| | QUALITY LOWER, TO AVOID CANNIBALIZING THE REGULAR OFFER | UNCHANGED |
| | FOCUS LOW-PRICE PRODUCTS AND SERVICES | AFFORDABLE SOLUTIONS TO SOCIAL PROBLEMS |

source: Yunus et al., 2015

| | Low-Cost | Social |
|-----------------|--|--|
| SOURCE OF VALUE | OPERATIONS RECONFIGURING THE PRODUCTION SUPPLY CHAIN TO REDUCE COSTS | RECONFIGURING THE DISTRIBUTION SUPPLY CHAIN TO REACH TARGETED CONSUMERS |
| | PARTNERSHIPS OPTIONAL CO-CREATION WITH PROFIT-MAXIMIZING ORGANIZATIONS | REQUIRED CO-CREATION WITH THIRD PARTIES THAT HAVE A SOCIAL WELFARE OBJECTIVE |
| | INNOVATION PRODUCT-CENTERED | CUSTOMER-CENTERED AND ECOSYSTEMIC |
| | EMPLOYEE MOTIVATION WEAK | STRONG |
| | REPUTATION MAY BE QUITE LOW | LIKELY TO BE HIGH |

The Blue Sweater

Jacqueline Novogratz



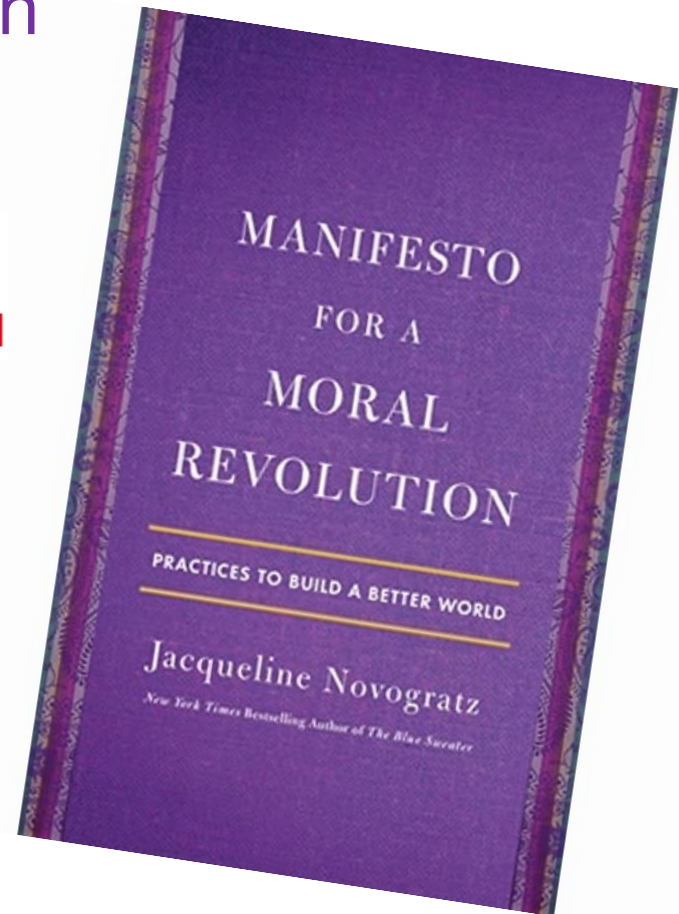
Manifesto for a Moral Revolution

Jacqueline Novogratz

The Path of Moral Leadership

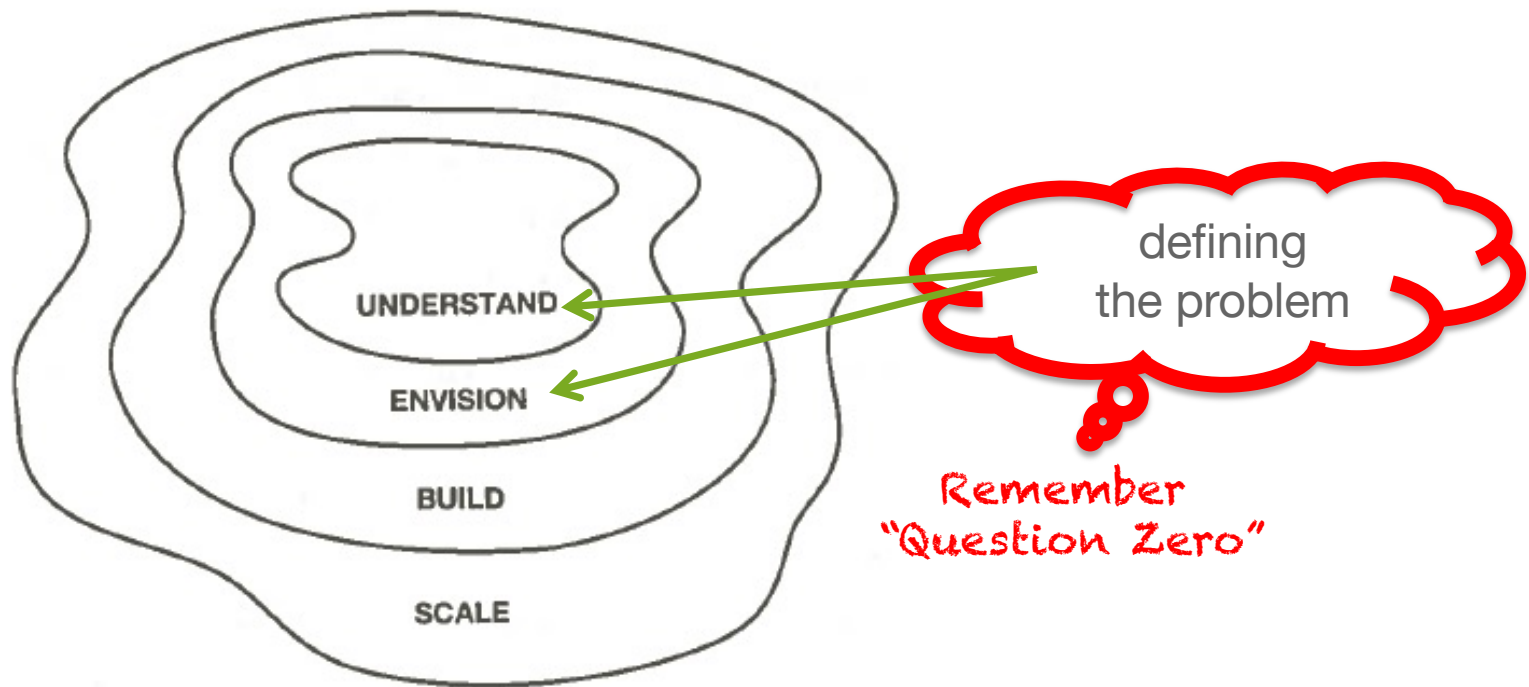
Hard-edged skills to start building a better world

<https://www.acumenacademy.org/course/the-path-of-moral-leadership>



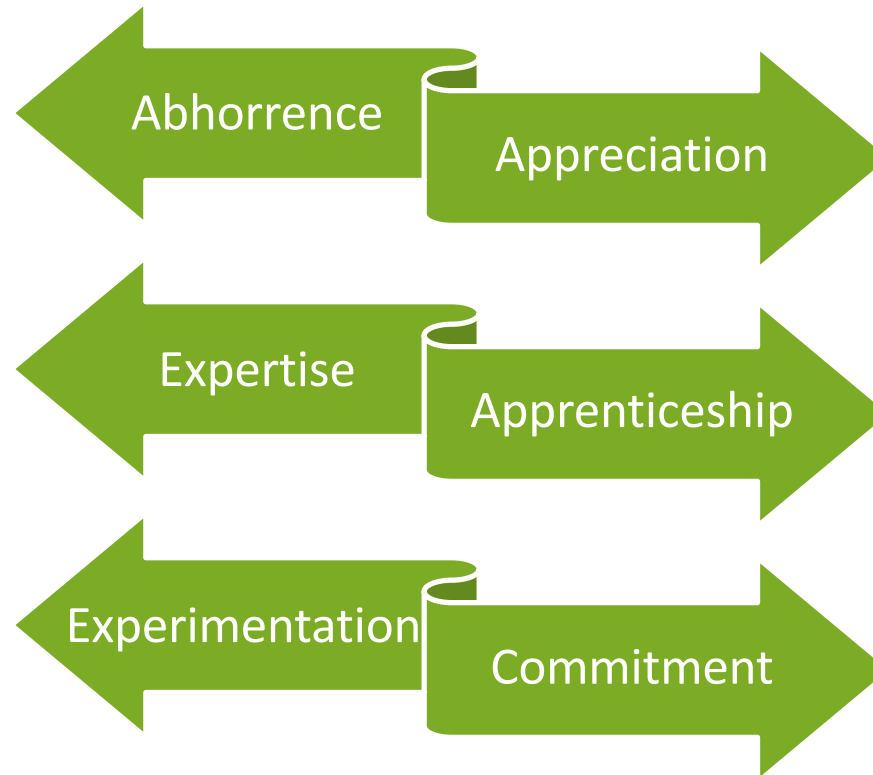
Stages of Transformation

(a model for equilibrium change)



source: Martin & Osberg, 2015

Tensions in the Process of Understanding



source: Martin & Osberg, 2015

Envisioning a Transformed Future

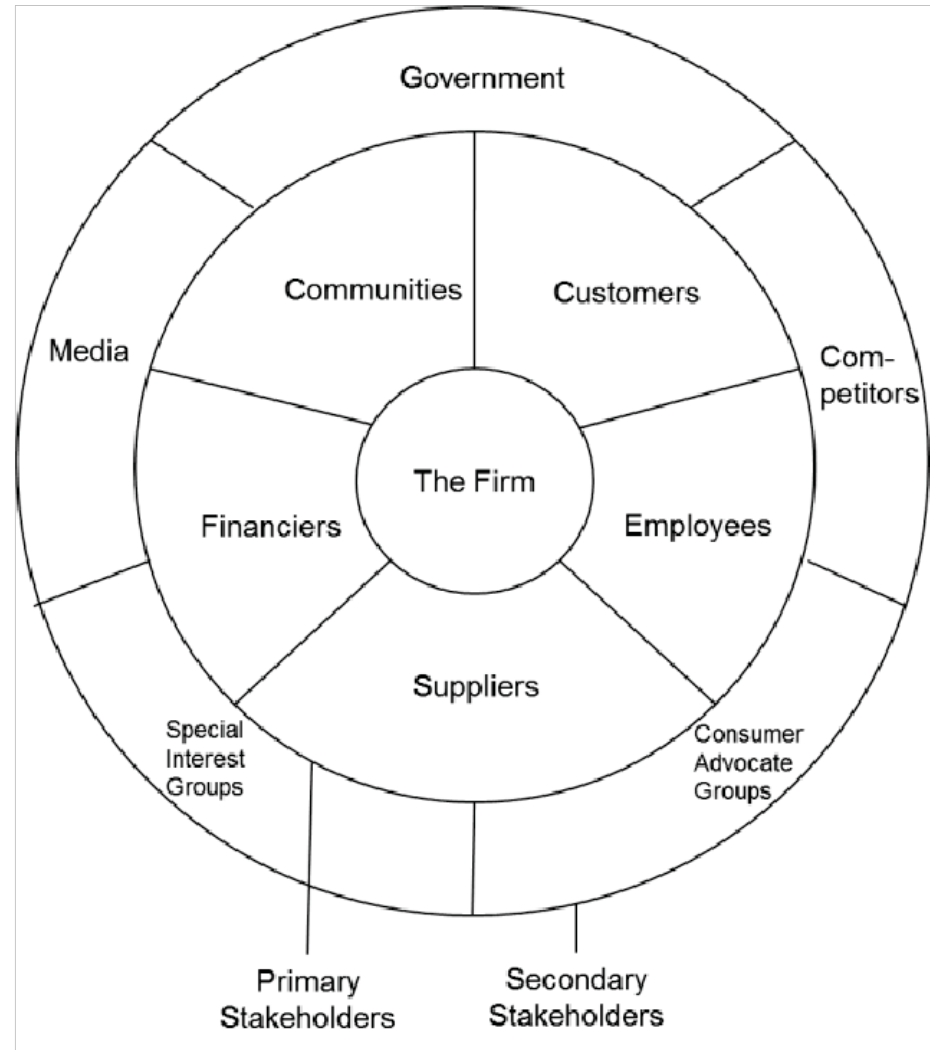
1. Systemic approach

- Specific constituents targeted
- System actors understood and accounted for

2. Compelling future state

- How are specified beneficiaries' prior conditions transformed?
- How is the system transformed – and sustained?

Stakeholder Theory



source: Freeman, 2013

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

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



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?

| | | 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 | |

note* clients attend

DATES



Image source: thengojourney.blogspot

respect

sensitivity

punctual attendance

lids down

phones away

engaged participation

EXPECTATIONS

01

NO CLASS ON MONDAY

guest presenter – rescheduled to September 26
Sean Condon, Managing Director 312 Main

02

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

03

assignment 1 ~ partners + topics
(*email teaching team*)

04

sharing ~ new articles, resources, inspiration

REMINDERS



Image source: imgarcade.com