Innovation for Sustainable and Social Impact 2022

### MBA / MIM PROGRAM: Mohammed Bin Salman College of Business & Entrepreneurship (MBSC) KAEC, Saudi Arabia

Course Name: Innovation for Sustainable and Social Impact

Course Number: MGT525 (Elective)

Credits: 2

Contact Hours : 25

**INSTRUCTOR**

Instructor Name: Dr Yasser Bhatti

Telephone: Zoom meeting room: <https://zoom.us/j/6033232890>

Office Hours: Every Tuesday 1-2pm immediately preceding the teaching week and every Sunday 1-2pm immediately after the teaching week

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### COURSE DESCRIPTION

### Global challenges of social inequality and climate change, as described in the UN's Sustainable Development Goals, urgently call for products or services that sustainably offer value. There is increasingly a call to draw on innovation to address the grand challenges of sustainable development, social justice and inclusive growth. This course is designed to equip you with the skills and resources for thinking critically about the role of innovation in sustainable development and social justice. It provides a conceptual understanding of various perspectives of emerging models of innovation such as sustainable, social, frugal, reverse, grassroots, and inclusive innovation, and of the practical challenges of managing these approaches. We exemplify these approaches by reviewing case examples of how large companies, social enterprises and public sector organizations are designing and implementing new ways to improve social and environmental conditions. We use toolkits to evaluate the viability of innovative approaches and solutions that address the challenges faced by society, organisations and indeed the planet. Finally, we will assess to what extent these approaches can help grow your organization to be successful economically while also benefiting society and the planet.

### LEARNING OUTCOMES

**Knowledge and Understanding:**

1. Apply key categories, concepts, typologies and theories of innovation to critically assess the role of innovation on society, environmental sustainability and on economic sustainability;

2. Identify key drivers of sustainability and social impact shaping business practice and the emergence of new forms of sustainable, social and frugal innovation;

**Skills:**

3. Acquire the skills necessary to understand and critique the development, implementation and assessment of the impact of innovations;

4. Develop skills to manage and contribute to the development and implementation of innovations for a social and sustainable purpose;

**Values:**

5. Envisage the ethical concerns emanating from innovation activity and its impact on different stakeholders and on society, organizations, and the planet;

6. Engage with different stakeholders to balance competing interests and reach consensus before taking decisions that have wider impact.

**COURSE MATERIALS**

There is no main course textbook. I draw content from several of the books below and will share core readings with you through Blackboard and the HBS Coursepack. However, you are encouraged to look at the wider list of texts to broaden your understanding of various approaches.

**Main text: Readings and case studies to be accessed from Blackboard and the HBS Coursepack.**

**Suggested Books:**

1. Bhatti, Y., Basu, R., Barron, D., and Ventresca, M. (2018). Frugal innovation – Models, Methods, and Theory Development. Cambridge University Press. 2. Tidd, J., & Bessant, J. (2015). Innovation and entrepreneurship (3rd Ed). Wiley.

3. Sempels, C., & Hoffmann, J. (2013). Sustainable innovation strategy: creating value in a world of finite resources. Springer. 4. Wagner, M. (Ed.). (2012). Entrepreneurship, innovation and sustainability. Greenleaf Publishing. 5. Marcus, A. A. (2015). Innovations in Sustainability. Cambridge University Press. 6. Hargadon, A. (2015). Sustainable innovation: Build your company’s capacity to change the world. Stanford University Press. 7. Prahalad, C.K. (2010). The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits. Pearson. 8. Smith, Adrian, Fressoli, Mariano, Abrol, Dinesh, Arond, Elisa and Ely, Adrian (2016). Grassroots innovation movements. Pathways to sustainability. Routledge, London 9. Owen, R., Bessant, J. and M. Heintz, eds. (2013). Responsible Innovation. Wiley-Blackwell. 10. Russo, M. V. (2010). Companies on a Mission: Entrepreneurial Strategic for Growing Sustainably, Responsibly and Profitably. Stanford University Press.

**PEDAGOGIES USED**

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| --- | --- |
| Type | % of course workload |
| Experiential Learning Activities | 18.75% (3/16) |
| Guest Speakers on Local Cases (reporting/presentations) | 18.75% (3/16) |
| Lectures (including case discussion) | 50.00% (8/16) |
| Presentations (groupwork, peer feedback, discussion) | 12.50% (2/16) |

**BREAKDOWN OF EXPERIENTIAL LEARNING ACTIVITIES**

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| --- | --- |
| Type | % of Course work load |
| Workplace Activity | 9% (Off-site and debrief in class) |
| In-class Activity | 9% (Role playing and simulation) |

**CREDIT BREAKDOWN**

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| --- | --- | --- | --- | --- | --- |
|  | Classroom With Instructor  | Team Hours | Working in Business | Other | Total  |
| Contact Hours  | 9\*1.5 | 7\*1.5 | NA |  | 16\*1.5 |
| Credit | # | # |  |  | 2 |

**REGIONAL FOCUS**

Students will work on their own organizations and explore and analyze a local Saudi Arabian or Middle Eastern organization and present it for reflection and discussion among peers. There will also be two guest speakers invited to share their experience of local initiatives on sustainable and social innovations.

**GRADING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Grade range | Letter Grade | Points | Description | Min % of students in category (# of students officially registered in class, rounded up) | Max % of students in letter grade  | Max % of students in category |
| 95% to 100% | A+[[1]](#footnote-1) | 4 | Excellent | 0% | 5% | 20% of As (max)  |
| 90% to <95% | A | 3.75 | Excellent | 0% | 15% |
| 85% to <90% | B+ | 3.5 | Very Good | 30% | 50% | 80% of Bs (max)  |
| 80% to <85% | B | 3 | Very Good | 20% | 40% |
| 75% to <80% | C+ | 2.5 | Good | 0% | 20% | 20% of Cs (max)  |
| 70% to <75% | C | 2 | Good | 0% | 10% |
| <70% | F | 0 | Fail |  *No minimum, no maximum – as needed, if needed.* |  |  |
| - | W | - | Withdrawal[[2]](#footnote-2) |   |   |   |
|  | I | - | Incomplete[[3]](#footnote-3) |  |  |  |
| - | WF | 0 | Withdrawal, Fail[[4]](#footnote-4) |   |   |   |

\*Disclaimer: Professors are expected to adhere to curve but may deviate to reflect cohort performance.

Hence, final posted grades may differ from total marks of grade components in order to adhere to the grade curve.

**GRADING COMPONENTS**

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| --- | --- |
| Activity | % of Grade |
| 1. Individual Workplace Activity
 | **25%+25%=50%** |
| 1. Group Presentation
 | **40%** |
| 1. Attendance
 | **5%** |
| 1. Course Participation
 | **5%**  |
| Total | **100%** |

**Individual Assignments**:

1. Workplace Activity:

Pick one of the UN’s SDGs and take initial steps to discuss in an organization you are engaged with (e.g. as an employee, owner, or investor) how it can evaluate and enhance its activities to promote and contribute to the SDGs. For instance, send an email to your manager, set up a meeting with colleagues, deliver presentation in your workplace, etc and submit documentation of the same. (Two phases: 50% total summative assessment)

**Team Assignments**:

1. Group Presentation:
In groups students will deliver a 15 min presentation + 10 min question time on a problem area of their choice drawn from local context. The task is to identify a social or sustainable problem and reflect on how it was or can be resolved through innovation. (40% summative assessment)

Students may, if they wish to so, select the same organization they are working on for another module. However, the discussion here should be focused on issues surrounding innovation and its impact on society and / or the environment. Presentations will be evaluated on:

1) content and analysis relevant to class learning;

2) engagement with audience and ability to answer questions;

3) evidence of effective teamwork

**Attendance**:

Regular and timely attendance is measured with the help of the teaching assistant.

**Course Participation**:

This is a measure of staying engaged with the material, with the instructor and with peers in the class. Students are expected to prepare for each lecture by reading the relevant material. Students should

* Complete all readings and assigned tasks prior to the session
* Pay attention and understand the key lessons from the lecture
* Discuss in their breakout rooms the cases and contribute to activities
* Participate respectfully in the session by raising one’s hand and contributing to the discussion when permitted to do so

# ACADEMIC HONESTY & INTEGRITY

MBSC holds high standards regarding academic integrity, as detailed in the Student Handbook and included policies. This particularly implies that all work submitted in each course must be the product of your own original effort, unless exceptions are specifically granted. By consequence you must provide proper citations when you incorporate the works, words, or ideas of others, even in case these others are fellow students. If you are concerned about plagiarism, have questions about legitimate forms of collaboration, or are unclear about appropriate methods of citation, consult the instructor or the librarian for guidelines. Academic integrity also relates to attendance record keeping. You are at all times expected to register your own attendance, and only your own attendance, and to do so according to actual attendance. Violations of academic integrity typically result in sanctions that can range from disciplinary warning, to probation or suspension, to – in the event of severe or repeated violations – dismissal from the College.

# STANDARDS OF BEHAVIOR

The campus and classroom cultures promote a safe and effective learning environment, nurturing the entrepreneurial leadership development of each of the members of MBSC’s diverse student population. We value honesty, integrity, mutual respect, diversity, team-work, and co-creation. We believe that mastering entrepreneurial leadership requires fully engaged collaboration between professors and students and among students, and set our standards of behavior accordingly.

An important behavioral standard is therefore that every students comes to every class, prepared and in time, unless in exceptional circumstances which are communicated to the professor (and possibly Program Management) in advance. Moreover, in class every student actively co-creates, contributes, participates, for the full duration of the class. Active participation can for instance take the form of posing questions, answering questions, constructive contributions to the discourse, and engaged listening. Such is not not possible when arriving late, leaving class and returning, or leaving early. Hence these behaviors are in violation of the standards of behavior and the Attendance Policy (see also below).

Electronic devices are only used in direct support of appropriate and active class participation (e.g. taking notes or consulting the case text). All other forms of use of electronic devices are in violation of the standards of behavior.

Collaboration is an essential entrepreneurial leadership skill. Hence, teamwork is common in most courses. Moreover, we encourage students to interact outside of the classroom and sessions, e.g. to complete assignments. It should be noted however that such collaboration should always be within the guidelines and regulations of academic integrity. It should never lead to plagiarism or be in violation of intellectual property rights.

# ATTENDANCE POLICY

Rules for class participation, classroom conduct, on time arrival and attendance are detailed in the MBSC Attendance Policy for students and will be enforced as such. In short: every student should arrive on time for every class, be present, participate actively throughout, and until class finishes. These behaviors are valued highly and are essential to the effective experiential learning of yourself and your fellow students. Experiential learning is key to developing your entrepreneurial leadership.

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|  |  COURSE SCHEDULE  |
| Session#(90 mins each)  | **Date & Time**  | **Topics** | **Class Preparation & Activities** |
| 1 | 10 Jun | Introduction, expectations, assessments | Course syllabus |
| 2 | 10 Jun | Lecture: History of Innovation, Core frameworks on innovation, role in business and society | BB Read - "It Will Need to Be the Most Amazing Thing Humankind Has Ever Done"Bill Gates, Adi Ignatius |
| 3 | 10 Jun | Lecture: Impact of innovation, Financial versus social;Triple bottom line; Sustainable Development Goals, Social impact assessment | BB Read -: “How companies can balance social impact and financial goals.” By Besharov et al, 2019.Watch: Our Responsibility by H&M (3m) <https://www.youtube.com/watch?v=Qd1f2uIzz4c>  |
| 4 | 10 Jun | **Guest Speakers: MBSC Alumni (3pm)** | - HRH Shoug Al-Saud will talk about preserving the Coral ReefsActivity: Search for images of landfills in KSA. What are effects of innovation on landfills? |
| 5 | 10 Jun | Lecture: Sustainability drivers, Challenges, Types of innovation that lead to sustainability, Sharing economy, Eco-efficiency, Circular economy, Saudi Arabia’s position and contribution | BB Read - “Why sustainability is now the key driver of innovation.” By Nidumolu, Ram, HBRBB Read - “What Businesses Need to Know About Sustainable Development Goals” by Bhaskar Chakravorti, HBR |
| 6 | 10 Jun | Lecture: History of carbon credits; quantifying sustainability and convincing resource controllers  | BB Read - “How to Talk to Your CFO About Sustainability” by Tensie Whelan, Elyse Douglas, 2021Case: Tesla's Approach to Sustainability<https://www.tesla.com/en_GB/blog/secret-tesla-motors-master-plan-just-between-you-and-me>Watch: https://www.wired.com/video/watch/elon-musk-s-master-plan-the-led-to-the-tesla-model-3 (7m) |
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| 7 | 11 Jun | Lecture: Carbon Emissions, Impact on Health, Planet, Paris Climate Accord | Read -Greta Thunberg: Who is she and what does she want? <https://www.bbc.co.uk/news/world-europe-49918719> Read - The environmental price of fast fashion, Nature Review <https://www.nature.com/articles/s43017-020-0039-9>Watch Video Case: The story of stuff <https://storyofstuff.org/movies/> Watch: Reclaiming plastics from Landfills <https://muratechnology.com/> |
| 8 | 11 Jun | Lecture: Carbon Emissions, Impact on Health, Planet, Carbon Credits, Paris Climate Accord(continued) | Watch Video Case: <https://www.euronews.com/2021/06/04/searching-for-the-road-to-sustainability> BB Review Global Carbon Emissions - An Interactive Illustration <https://hbsp.harvard.edu/product/SM234-PDF-ENG> |
| 9 | 11 Jun | Lecture: Social innovation, Social enterprises, Corporate Social Responsibility, Creating Shared Value | BB Read - Kramer, M., Pfitzer, M., and Mahne H., (2020), Shared Value: How Global Leaders Should Think About Solving Our Biggest Problems, Harvard Business Review, Jan 2020BB Read - *Phills et al 2008*, Rediscovering Social Innovation, Stanford Social Innovation ReviewWatch Video Case: DoctHERS, empowering female doctors for female patients |
| 10 | 11 Jun | **Guest Speaker: MBSC Alumni (3pm)** | - Diana Rayyan will speak about the Mr. Plastic Bag |
|  |  | **Experiential Assignment Phase 1: Submit evidence of what steps you took to discuss incorporating one of the SDGs in the work of your chosen organization. (25% of grade – submit documentation to prove what you did) DUE: 25 June** |
|  |  | **Experiential Assignment Phase 2: Submit evidence of what happened from the steps you took to discuss the adoption of UN SDGs in your organization. (Phase 2: 25% of grade – submit documentation to prove what happened and write a one-page supporting description) DUE 16 July** |
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| 11 | 29 Jul (online) | **Guest Speaker: UNDP (9:30AM)** | - Mr. Abdulrahman Alghamdi, Head of Experimentation at UNDP Accelerator Labs (tbc) |
| 12 | 29 Jul (online) | Experiential 1: Innovation project activity debrief and peer review for formative feedback, individual 2-3 min pitches of your initiatives. | **Describe your initiatives and what happened**Student Led Activity (30 students): What steps would you take to discuss the incorporation of the UN SDGs in your organisation? (e.g. Email manager, set up meeting, deliver presentation?) |
| 13 | 29 Jul (online) | Lecture: Emerging themes, Emerging markets, Frugal and Reverse innovation, rethinking Rogers curve  | BB Read -Bhatti et al 2018, Introduction ChapterBB Read - Bhatti et al 2020, Frugal Innovation for Today’s and Tomorrow’s Crises, Stanford Social Innovation ReviewWatch: IKEA Frugal (1m) <https://www.youtube.com/watch?v=JPb4n8GdxKM> - <https://www.creativemoment.co/ikea-launches-new-campaign-forune-favours-the-frugal> Watch Video Case: Arbutus Medical Drill CoverActivity: 4Rs exercise on COVID-19 innovations to answer the question: How has Saudi Arabia tackled COVID-19 through innovation? |
| 14 | 29 Jul (online) | Experiential 2: Role playing simulation | Student Led Activity: What is ‘your’ Vision 2030 for a Sustainable Saudi Arabia?Activity: Write a newspaper article for the future on the implementation of the vision: <https://www.fodey.com/generators/newspaper/snippet.asp> <https://newspaper.jaguarpaw.co.uk/>  |
|  |  | **Group Assignment: Upload presentation on local case of innovation (40% of grade) DUE 17 August** |
| 15 | 18 Aug (online) | Group presentations | **Reporting and Reflection** Group presentations on: Local case of sustainable innovation |
| 16 | 18 Aug (online) | Group presentations continued | “ |

Optional

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|  |  | Lecture: Greenwashing | Blackboard: Redefining capitalism – McKinsey & Co.HBS Case: All Nippon Airways' "Blue Wing": Elevating Social Impact |

1. A+ indicates mastery of the subject matter of the course and is used only in cases where the performance of the student is assessed as extraordinary. [↑](#footnote-ref-1)
2. Credits not counted, not used in GPA calculation [↑](#footnote-ref-2)
3. Credits not counted, not used in GPA calculation [↑](#footnote-ref-3)
4. Assigned to students who are absent for 25% or more of class time and/or withdrawal without permission [↑](#footnote-ref-4)