

4.s22 Change a System, Change the World

Media Lab E15-466

Tue, 9-11am 9/10 - 12/3

3-2-7 G, Fall 2024

Lecturer Ysaira Jimenez

Final Paper

Description

What does it take to solve a complex social problem through innovation?

This course explores the difference between innovation, social innovation, and systems change for social impact. Students interested in complex environmental and social problems will explore frameworks and case studies from real systems change innovators to develop a more comprehensive view of complex problems and the systems they are part of —systems that often keep those problems in place.

In the course, you will apply experiential tools and methods to interrogate your own call to action, strengths, and gaps to address complex problems or needs. These tools and methods come primarily from insights shared by experienced social entrepreneurs and the organizations that fund and support them.

You will gain an understanding of the importance of understanding problems from the impact target's perspective and explore innovative ways to create a scalable movement that ultimately can change a system. The final deliverable from the course is a paper based on detailed actor mapping and interviews where you share your deeper understanding of the system you aspire to change one day and a roadmap for when you are ready to act.

Class outcome

Social entrepreneurs have aspirations to improve the world by solving complex social and environmental social problems. As they look to make their innovations sustainable and scalable to solve root causes, they need to push their thinking to solve multiple conditions of a problem and often wonder whether to continue a narrow focus, build new solutions themselves or partner.

In this course, you will map multiple dimensions to help you make that decision driven by proximity, starting with yourself and your relationship and motivation to the problem/need, progressing to a deep understanding of the problem/need and system from an impact targets perspective before turning to problem solving and ending with what it takes to start and sustain a movement.

The class is taught by Lecturers/EIRs and Professor from MITdesignX and Martin Trust Center for Entrepreneurship where we leverage our collective experience solving complex problems at the intersection of impact, scale, and systems change. Should you want to pursue an idea to a problem and design and launch a venture, both MITdesignX and the Martin Trust Center have onramps to help system change agents start and launch their social impact businesses with acceleration, incubation and funding. Our goal with this class is to give you a space to understand your problem deeper and create a roadmap to launch a solution. By the end, you will write a white paper laying out your deep understanding of the problem and the system as

well as your roadmap to impact drawing from continuous stakeholder interviews, insights and mapping across different dimensions.

Instructional Team

Yscaira Jimenez, Lecturer, EIR MITdesignX

<https://www.linkedin.com/in/yscaira/>

yscaira@mit.edu

Svafa Grönfeldt, Professor of the Practice; Faculty Director, MITdesignX

<https://design.mit.edu/people/profile/svafa-groenfeldt>

svafa@mit.edu

Jenny Larios Berlin, Lecturer, EIR; MIT Sloan, Martin Trust Center

<https://entrepreneurship.mit.edu/profile/jenny-larios-berlin/>

jennylb@mit.edu

We look forward to working with you all. Please see the course schedule below

Course Schedule

Phase	Lesson -	Topic	Learning objectives	Key points	Case Study*	HW
	9/10/24 Intro	What is an Impact organization?	<ul style="list-style-type: none"> <input type="checkbox"/> Why systems change <input type="checkbox"/> Mindset shift from previous models for impact <input type="checkbox"/> Shift to inclusive, equitable, justice- and results-oriented orgs that share prosperity 	<ul style="list-style-type: none"> <input type="checkbox"/> Systems change <input type="checkbox"/> Inclusion, equity, justice- and results-orientation, shared prosperity 		Pick a challenge
Impact Definition	9/14/24 Love and Obligation	Becoming an effective change agent	<ul style="list-style-type: none"> <input type="checkbox"/> Why you <input type="checkbox"/> Understanding yourself in relation to the problem you're solving <input type="checkbox"/> Where do I fit in <input type="checkbox"/> How to build credibility <input type="checkbox"/> Impact target 	<ul style="list-style-type: none"> <input type="checkbox"/> Passion vs Purpose & Obligation <input type="checkbox"/> Proximity <input type="checkbox"/> Motivation <input type="checkbox"/> Self-assessment <input type="checkbox"/> Filling Gaps <input type="checkbox"/> Leveraging Privilege <input type="checkbox"/> Failure as Success <input type="checkbox"/> Who is the beneficiary of the impact <input type="checkbox"/> What is the impact to be realized <input type="checkbox"/> What is the unit of impact 	Echoing Green	Self/Team inventory
	9/24/24 Humility & Trustworthiness	Understanding the problem	<ul style="list-style-type: none"> <input type="checkbox"/> Problem specificity <input type="checkbox"/> Defining impact target <input type="checkbox"/> Defining impact <input type="checkbox"/> Primary market research <input type="checkbox"/> Impact value proposition <input type="checkbox"/> Research in data-poor environments 	<ul style="list-style-type: none"> <input type="checkbox"/> Building credibility <input type="checkbox"/> Active listening <input type="checkbox"/> Measures of impact (KPIs) <input type="checkbox"/> Measuring impact <input type="checkbox"/> Qualitative research methods <input type="checkbox"/> Honoring lived experiences, oral traditions, and other "non traditional" data gathering processes <input type="checkbox"/> Lack of data strategies <input type="checkbox"/> Creating new data strategies 	Trickle Up	Team formation
	10/1/24 Awareness	What is a System?	<ul style="list-style-type: none"> <input type="checkbox"/> What is a system? <input type="checkbox"/> What are system dynamics? <input type="checkbox"/> What is systems thinking? <input type="checkbox"/> What is systems 	<ul style="list-style-type: none"> <input type="checkbox"/> How are systems created <input type="checkbox"/> Why are systems created <input type="checkbox"/> Who creates systems 	Beer Game	Problem Area Focus

Phase	Lesson -	Topic	Learning objectives	Key points	Case Study*	HW
			design?			
	10/08/24 Clarity	Underst anding the system	<ul style="list-style-type: none"> <input type="checkbox"/> What is Systems Change? <input type="checkbox"/> What are the conditions that hold a problem in place? <input type="checkbox"/> What are the values of system change agents? <input type="checkbox"/> What roles can system change agents play? 	<ul style="list-style-type: none"> <input type="checkbox"/> Water of Systems Change <input type="checkbox"/> Conditions Definition: Policy, Practices, Resource Flows, Relationships & Connections, Power Dynamics, Narratives <input type="checkbox"/> Roles in systems change <input type="checkbox"/> Innovation in systems change 	LaborX	System Focus
	10/15/24		<input type="checkbox"/> No Class	<input type="checkbox"/>		
	10/22/24 Activation	Underst andig the Actors in a system	<ul style="list-style-type: none"> <input type="checkbox"/> Learn the difference between a stakeholder and an actor <input type="checkbox"/> Map actors <input type="checkbox"/> Identify gaps 	<ul style="list-style-type: none"> <input type="checkbox"/> Value chain/Supply chain analysis <input type="checkbox"/> Who benefits from the problem? <input type="checkbox"/> Government <input type="checkbox"/> Community <input type="checkbox"/> Partners <input type="checkbox"/> Networking <input type="checkbox"/> Talent <input type="checkbox"/> Frenemies 	Renewl ogy	Systems Map
Impact Design	10/29/24 Allyship	Co-desi gning for impact	<ul style="list-style-type: none"> <input type="checkbox"/> Impact Roadmap <input type="checkbox"/> Proximity Centered Design <input type="checkbox"/> Design from the Margins 	<ul style="list-style-type: none"> <input type="checkbox"/> Theory of Change <input type="checkbox"/> From Persona to Person <input type="checkbox"/> Community Centered Design <input type="checkbox"/> Anti-Racist Design Methodologies <input type="checkbox"/> Curbside Effect <input type="checkbox"/> Participatory Design <input type="checkbox"/> Designing Across Horizons 	Year Up	Actor Map
	11/05/24 Intentional Engineerin g	Co-buil ding for impact	<input type="checkbox"/> Infrastructure Mapping + Development	<ul style="list-style-type: none"> <input type="checkbox"/> Value Chain Mapping <input type="checkbox"/> Supply Chain Mapping <input type="checkbox"/> Government strategies <input type="checkbox"/> Community strategies <input type="checkbox"/> Team strategies <input type="checkbox"/> Partner strategies 	Moringa Connect	Theory of Change + Design Process Map

Phase	Lesson -	Topic	Learning objectives	Key points	Case Study*	HW
	11/12/24 Servant Leadership	Talent Strategy	<ul style="list-style-type: none"> <input type="checkbox"/> Proximate Talent Mapping & Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Startup team mapping <input type="checkbox"/> Go to market team mapping <input type="checkbox"/> Scale team mapping <input type="checkbox"/> Insourcing vs outsourcing <input type="checkbox"/> Proximate talent development 	Sanergy	Value + Supply Chain
Impact delivery	11/19/24 Collaboration	Government Mapping	<ul style="list-style-type: none"> <input type="checkbox"/> Government Mapping + Relationship Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Role of Govt <input type="checkbox"/> Collective Action <input type="checkbox"/> Collective Power 	Bempu	Talent Map
	11/26/24 Selflessness	Movement Mapping	<ul style="list-style-type: none"> <input type="checkbox"/> Movement Building <input type="checkbox"/> Movement Mapping 	<ul style="list-style-type: none"> <input type="checkbox"/> From Data to Insights <input type="checkbox"/> From Insights to Stories <input type="checkbox"/> From Stories to Narratives <input type="checkbox"/> Narrative change <input type="checkbox"/> Policy change <input type="checkbox"/> Mental model change <input type="checkbox"/> Behavior change <input type="checkbox"/> Movement building <input type="checkbox"/> Regenerative solutions <input type="checkbox"/> Equity-centered systems redesign <input type="checkbox"/> Culturally adaptive solutions 	GirlTrek	Government Map
	12/03/24 Value Alignment	Financial & Funding Mapping	<ul style="list-style-type: none"> <input type="checkbox"/> Social ROI <input type="checkbox"/> Financial ROI <input type="checkbox"/> Impact financial modeling <input type="checkbox"/> Legal <input type="checkbox"/> Revenue <input type="checkbox"/> Aligning fundraising strategy to maximize impact 	<ul style="list-style-type: none"> <input type="checkbox"/> Organizational structure <ul style="list-style-type: none"> <input type="checkbox"/> For-profit <input type="checkbox"/> B-Corp <input type="checkbox"/> Non-profit <input type="checkbox"/> Hybrid <input type="checkbox"/> Fiscal sponsorship <input type="checkbox"/> Earned revenue (for NP) <input type="checkbox"/> Government contracts <input type="checkbox"/> Philanthropic raises <input type="checkbox"/> Impact investment raises <input type="checkbox"/> Venture raises 	New Profit	Movement Map

Phase	Lesson -	Topic	Learning objectives	Key points	Case Study*	HW
				<input type="checkbox"/> Blended raises		
	12/10/24 Roadmap to Impact	Close out	<input type="checkbox"/> Final Presentations	<input type="checkbox"/> White Paper on your problem & system		White Paper

***This syllabus is subject to minor changes and adjustment**

Schedule of Assignments

Date due	Readings	Assignment (and/or project, quiz, exam)
9/10/2024	NA	NA
9/17/24	<ol style="list-style-type: none"> 1. Not everyone should be a social entrepreneur, Lara Galinsky, HBR Blog, Jul 19, 2012. 2. Find your moment of obligation. Lara Galinsky, HBR Blog, Apr 15, 2013. 3. Answering society's call: A new leadership imperative. McKinsey Quarterly, Nov 7, 2019. 	Pick a problem/need/system
9/24/2024	HW Exercise	Self/Team inventory, Team selection
10/1/24	HW Exercise	5 stakeholder interviews, Problem Definition
10/8/2024	<ol style="list-style-type: none"> 1. The Six Conditions of Systems Change Intro, Collective Impact Forum, FSG, and New Profit, Jan 24, 2019. <p>Webinars</p> <ol style="list-style-type: none"> 1. The Six Conditions of Systems Change Webinar (1 hour), Collective Impact Forum, FSG, and New Profit, Jan 24, 2019. 	5 stakeholder interviews, System Definition
10/15/24	NA	NA
10/22/2024	<ol style="list-style-type: none"> 1. Introduction to System Mapping. Blog post authored by Joelle Cook. FSG, August 2015. (5 minutes) 2. System Mapping in Action. Blog post authored by Lauren M. Smith. FSG, November 2015. (5 minutes) 	5 stakeholder interviews, Systems Map

	<ol style="list-style-type: none"> 3. Learning to Love the Process, and Other Lessons in System Mapping. Blog post authored by Srik Gopal. FSG, December 2015. (5 minutes) 4. System Mapping: A Guide to Developing Actor Maps by Srik Gopal and Tiffany Clarke, FSG, December 2015. (previous reading for Session 2) 	
10/29/24	<ol style="list-style-type: none"> 1. What is Theory of Change. Blog post authored by Center for Theory of Change. (5 minutes) 2. How does Theory of Change Work? Blog post authored by Center for Theory of Change. (5 minutes) 3. Theory of Change Background. Blog post authored by Center for Theory of Change. (5 minutes) 	5 stakeholder interviews, Actor Map
11/5/2024	<ol style="list-style-type: none"> 1. Winning in Emerging Markets: Five Key Supply Chain Strategies. Dr. Edgar Blanco, MIT Center for Transportation and Logistics. (15 minutes) 	5 stakeholder interviews, Theory of Change + Design Process Map
11/12/24	HW Exercise	5 stakeholder interviews, Value + Supply Chain
11/19/2024	HW Exercise	5 stakeholder interviews, Talent Map
11/26/24	<ol style="list-style-type: none"> 1. Movement Building: Theory and Definition of Terms, Building Movement Project. (2 minute read) 2. Building Movements, not Organizations, Hildy Gottlieb, CEO Creating the Future (5 minute read) 	5 stakeholder interviews, Government Map
12/3/2024	<ol style="list-style-type: none"> 1. An introduction to Social Return on Investment. Laura Arrillaga-Andreessen and David Hoyt, Stanford Graduate School of Business, 2003. (10 minutes) 	5 stakeholder interviews, Movement Map

	2. Robin Hood Impact Metric Equations. Robin Hood Foundation Staff and Grantees. (15 minutes)	
12/10/2024		Final Paper Due

COURSE REQUIREMENTS

Work for this course will include class participation, research, presentations, and documentation of business proposal and workshop deliverables. Student grades will be determined as follows:

- Class Participation: 40%
- Assignments: 30%
- Final Pitch + Presentation: 30%

Canvas is MIT's web-based platform that contains all relevant information for the course. You need MIT web certificates installed on your computer. See the Instructors if you have any problems.

Students and all participants are expected to attend each class. Repeated absences or lack of participation on a team project will be noted and, if not resolved, will affect your grade. As the class only meets 7 times, more than 1 absence will not be accepted.

DIVERSITY AND INCLUSIVE CLASSROOM

MIT values an inclusive environment. We hope to foster a sense of community in this classroom and consider this classroom to be a place where you will be treated with respect. We welcome individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations – and other visible and non-visible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other class member. If this standard is not being upheld, please feel free to speak with the instructor team at any time.

ANTI-RACISM

In this course, we look carefully at problems and opportunities in the human environment. Moreover, we work to include perspectives of those who are underrepresented or have suffered from or continue to suffer from racism or the effects of past racism or social injustice.

LAND ACKNOWLEDGEMENT STATEMENT

MIT acknowledges Indigenous Peoples as the traditional stewards of the land, and the enduring relationship that exists between them and their traditional territories. The land on which we sit is the traditional unceded territory of the Wampanoag Nation. We acknowledge the painful history

of genocide and forced occupation of their territory, and we honor and respect the many diverse indigenous people connected to this land on which we gather from time immemorial.

INTELLECTUAL PROPERTY

The work and ideas you develop in this class will not be considered IP of MIT unless ideas were developed prior to the class or current to it as part of research or lab work at MIT, or if any other MIT rules apply to your work. If there are patents in your possession or MIT IP applicable to your ideas, please consult with the instruction team.

Any new ideas or technology shared or proposed in the class will be considered open and non-exclusive information for all members of the class. In such case that a team or individual wishes to pursue a venture based on an idea shared in the class, they will not possess exclusive rights to the idea. If you believe you are creating an algorithm, code, or design that could be patented or copyrighted and want to protect your rights as an inventor, please consult with the instructor team prior to disclosing material.

ACADEMIC INTEGRITY/HONESTY

Massachusetts Institute of Technology students are here because of their demonstrated intellectual ability and because of their potential to make a significant contribution to human thought and knowledge. At MIT, students will be given unusual opportunities to do research and undertake scholarship that will advance knowledge in different fields of study. Students will also face many challenges. It is important for MIT students to become familiar with the Institute's policies regarding academic integrity, which is available at Academic Integrity at MIT: A Handbook for Students.

In this course, we will hold you to the high standard of academic integrity expected of all students at the Institute. We do this for two reasons. First, it is essential to the learning process that you are the one doing the work. We have structured the assignments in this course to enable you to gain a mastery of the course material. Failing to do the work yourself will result in a lesser understanding of the content, and therefore a less meaningful education for you. Second, it is important that there be a level playing field for all students in this course and at the Institute so that the rigor and integrity of the Institute's educational program are maintained.

Violating the Academic Integrity policy in any way (e.g., plagiarism, unauthorized collaboration, cheating, etc.) will result in official Institute sanction. Possible sanctions include receiving a failing grade on the assignment or exam, being assigned a failing grade in the course, having a formal notation of disciplinary action placed on your MIT record, suspension from the Institute, and expulsion from the Institute for very serious cases.

Please review MIT's Academic Integrity policy and related resources (e.g., working under pressure; how to paraphrase, summarize, and quote; etc.) and contact the instructor team if you have any questions about appropriate citation methods, the degree of collaboration that is permitted, or anything else related to the Academic Integrity of this course.

SPECIAL ACCOMMODATIONS

MIT is committed to the principle of equal access. Students who need disability accommodation are encouraged to speak with Disability and Access Services (DAS), prior to or early in the semester so that accommodation requests can be evaluated and addressed in a timely fashion.

If you have a disability and are not planning to use accommodations, it is still recommended that you meet with DAS staff to familiarize yourself with their services and resources. Please visit the DAS website for contact information.

If you have already been approved for accommodations, the instructor team is ready to assist with implementation. Please inform Svafa Gronfeldt svafa@mit.edu or Gilad Rosenzweig giladr@mit.edu who will oversee accommodation implementation for this course.

STUDENT SUPPORT

Undergraduate Students: Student Support Services (S3)

If you are dealing with a personal or medical issue that is impacting your ability to attend class, complete work, or take an exam, you should contact a dean in Student Support Services (S3). S3 is here to help you. The deans will verify your situation, provide you with support, and help you work with your professor or instructor to determine next steps. In most circumstances, you will not be excused from coursework without verification from a dean. Please visit the S3 website for contact information and more ways that they can provide support.

Website: <https://studentlife.mit.edu/s3>

Graduate Students: GradSupport

As a graduate student, a variety of issues may impact your academic career including faculty/student relationships, funding, and interpersonal concerns. In the Office of Graduate Education (OGE), GradSupport provides consultation, coaching, and advocacy to graduate students on matters related to academic and life challenges. If you are dealing with an issue that is impacting your ability to attend class, complete work, or take an exam, you may contact GradSupport by email at gradsupport@mit.edu or via phone at (617) 253-4860.

Website: <https://oge.mit.edu/development/gradsupport/>