

Creating Shared Value:
Entrepreneurial and Corporate Models for a Changing Economy

Syllabus
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Introduction

Creating Shared Value (CSV) is a class for future business leaders – both entrepreneurs and executives – as they navigate a business environment that increasingly emphasizes the simultaneous creation of business and social value. The core premise of the class is that there can be synergy between these two types of value, a view that is becoming increasingly mainstream and thus expected by a wide range of stakeholders. Through a variety of conceptual models and analysis of case studies that show companies finding innovative solutions to social problems, CSV highlights the tensions companies face when designing and implementing shared value initiatives and underscores the necessary transformations of the mindsets of corporate leaders and the marketplace. CSV thus seeks to challenge beliefs about the role of business in doing good.

There are a variety of strategies for companies seeking to simultaneously create business and social value, either by transforming themselves into effective global citizens or by finding an innovative business-oriented approach to solving social problems. Such shared value business strategies include engaging customers through new socially-focused business models, motivating employees through socially-aware company cultures, advantageously modifying a company's competitive landscape, and re-engineering internal systems to turn responsible corporate policy into action. CSV provides future leaders with tools to attain double and triple bottom-line goals.

The main goal of CSV is to instill an understanding of the wide range of opportunities –both social and financial—for entrepreneurs and corporations in leveraging these changing conditions. Analyzing a diverse set of companies, CSV will present strategies used by companies at the most innovative end of the spectrum, whose very foundations are built on synergy between social and business value creation, as well as more conventional corporations that have managed to gain a competitive edge in the changing business environment by becoming active global citizens. A key element of CSV will be analyzing the processes by which businesses can effectively create system-level change; that is, how they change the external environment to increase the acceptance and popularity of their social missions.

Course Organization

The organization of CSV consists of the following three modules.

1. The first module (*Connecting Business and Social Value*) focuses on how traditional profit-maximizing corporations can adapt to new competitive conditions by adding a social component to its business strategy. Class sessions in CSV identifies and offers solutions to key tensions that corporate leaders face as they design and apply

shared value strategies, and centers such strategies on the common theme of developing stakeholder relationships.

2. In the second module (*Social Entrepreneurship*), CSV explores the challenges and tradeoffs that smaller, entrepreneurial social-mission corporations encounter in trying to create business and social value simultaneously, and the processes that enable them to surmount those challenges. Key questions analyzed include, How do the business models and stakeholder relationships of hybrid, social mission organizations differ from those of more traditional companies? How can these organizations grow while maintaining the integrity of their social missions?
3. The third module (*Effectively Implementing Socially-Focused Strategies*) focuses on the common and distinctive implementation issues across the two types of organizations considered in module 1 and module 2, including leadership, hiring and cultural alignment, partnerships and measurement. Questions considered include, as entrepreneurs and corporations move into what are often uncharted waters, how can they best organize themselves internally and externally to simultaneously create social and business value? Answering this question requires considering the following issues: What internal processes need to be initiated and developed for companies to become effective at creating social value? What structural challenges come with having a hybrid mission? How can the impacts of social value creation be measured and evaluated? Finally, how can companies learn from such assessments in order to become more efficacious in their pursuit of social and business goals?

Course Grading, Assignments and Expectations

This course has two main requirements: class participation and a final paper.

Class Participation (50%). The class is taught by the case study method and so most of the action takes place during class discussion. It is expected that all participants should show up prepared to discuss the assigned case and associated readings for each and every class. In assessing class participation, the quality of comments is weighted more heavily than comment quantity.

Factors that influence assessment of include content (what you say), delivery (how you say it) and timing (when you say it). As you are considering participating in the discussion, questions you should keep in the back of your mind include: Are you providing a major insight that was not present in the discussion? Are your comments relevant to the conversation at hand? Can you share personal experiences and be able to abstract/connect them to the discussion? You should always be sure to very carefully listen to what others are saying and be prepared to respond and relate your comments to your classmates' comments.

Final Paper (50%). The goal of the final paper is for you to apply the ideas and concepts that we have examined in this course to critically evaluate, and recommend improvements in the social and/or environmental activities and/or strategy of a firm of your choosing. The final paper can be done individually or in groups of 2, and more details on final paper assignment will be provided in the first two weeks of class.

Format Options:

1. Standard paper: Analyze the social or environmental activities of a company and describe how you would go about implementing improvements you suggest, and how you would measure their impact and success. If you wish, you may do this by critically

comparing and contrasting the activities of two or more firms, providing recommendations for each.

2. Case study: One potential format of the final paper is a case study where you introduce a companies' social and/or environmental program in the form similar to the case studies that you have read and analyzed during your time at HBS. If you chose this option, part of the submission should include a set of recommendations or action plan based on the case. If you chose this option, I can provide more information about writing cases.

Important Dates:

- November 6: Submit brief description and identify teams
- December 11: Present the core ideas of your paper to the class (send executive summary by 12/10)
- December 18: Paper due

Module 1: *Connecting Business and Social Value*

Module Learning Objectives: To explore the challenges and tradeoffs well of creating business and social value simultaneously, this module is focused on three overarching learning objectives.

1. **Stakeholder Relations:** The classes in this module are organized by different stakeholder relationships (such as consumers, employees, governments, communities, and investors) and specifically consider the processes through which companies build value-creating relationships with each stakeholder group.
2. **Different Social Strategies:** Explores the processes by which different social value creation strategies (focused, synergistic, embedded) are assembled from the three main types of social initiatives business can engage in (strategic philanthropy, reengineering the company, creating system level change).
3. **Overcoming Key Tensions:** To better understand the connection between business and social value and the inherent tradeoffs associated, the module also focuses on a series of strategic and implementation tensions that need to be managed.

Class Sessions:

Each of the sessions focuses on the processes through which value-creating relationships are built with each key stakeholder and how those processes enable corporate leaders to address the tensions that arise.

Class 1: Class Introduction: Timberland: Commerce and Justice

Class Objective To understand a company's social strategy evolution and its growing stakeholder reach. Case analysis addresses: a) how social strategies can address stakeholder needs, b) the tension between an externally focused social strategy (consumer focus) and internally focused one (employee focus), and c) to discuss implementation processes.

Case Study

- Timberland: Commerce and Justice (Abridged) (HBS No. 412-008) by Christopher Marquis and Bobbi Thomason

Additional Reading

- "Creating Shared Value," by Michael E. Porter and Mark R. Kramer, *Harvard Business Review* (January 2011).

Assignment Questions

1. What motivates Timberland to increasingly engage in socially-oriented activities? How do you view its strategy evolution?
2. In what ways do you think that Timberland's activities "pay off" for society? For Timberland?
3. How do you think Timberland should proceed as it continues to expand its programs, especially internationally? Should it further broaden its coverage?
4. What is your assessment of the Timberland-City Year Alliance? How does it shape the company's social strategy?

Class 2: Shared Value and Engaging Employees: IBM: The Corporate Service Corps.

Class Objective To understand how CSR activities affect the bottom line through employees and the ways in which a *synergistic* strategy (combining aspects of philanthropy and internal process re-engineering) mitigates tensions. Touches on design elements of measurement, which will be a core theme in the third module.

Case Study

- IBM: The Corporate Service Corps (HBS No. 409-106) by Christopher Marquis and Rosabeth Moss Kanter

Additional Reading

- Corporate Social Responsibility and Employee Engagement (HBS Course Overview Note 410-138) by Christopher Marquis, Bobbi Thomason, and Jennifer Tydlaska

Assignment Questions

1. In July 2007, what is the biggest challenge Kevin Thompson faces and why?
2. Are IBM's CSR activities a coherent whole? Where does the CSC fit into the broader portfolio?
3. What is your impression of the CSC's effectiveness and impact (both business and social)?
4. How effective is CSC in developing and encouraging IBM's talent?
5. To what extent does the synergistic design solve tensions?

Class 3: Shared Value and Consumer Perceptions: The Dannon Company: Marketing and Corporate Social Responsibility

Class Objective To understand how CSR activities affect the bottom line through customers and the tension between authentic versus instrumental motives and how this can influence companies' social strategy design.

Case Study

- The Dannon Company: Marketing and Corporate Social Responsibility (A) (HBS No. 410-121) by Christopher Marquis, Pooja Mehta Shah, Amanda Elizabeth Tolleson, and Bobbi Thomason
- (IN CLASS HANDOUT): The Dannon Company: Marketing and Corporate Social Responsibility (B) (HBS No. 412-047) by Christopher Marquis and Bobbi Thomason

Additional Reading

- "Causes and Effects" by Carol L. Cone, Mark A. Feldman, and Alison T. Dasilva. *Harvard Business Review*, (July 1, 2003).

Assignment Questions

1. Should Dannon start to proactively communicate to consumers about its synergistic strategy, and if so, what benefits and risks would Dannon face? What would be the implications for Dannon's current strategy? What, if anything, would it require in terms of additional CSR programs?
2. How does having a corporate parent (Danone, headquartered in Paris) impact Dannon's decision about whether to externally communicate its CSR programs? What benefits and risks does having Danone as a corporate parent introduce to Dannon's CSR communication plans?
3. How do customer stakeholder logic model contingencies play into Dannon's decision?
4. Assuming that Dannon decides to communicate to consumers about its CSR initiatives, please come up with a focus and communication strategy for the campaign. Be prepared to share your communication plan in class.

Class 4: Shared Value and Investors: Driving Sustainability at Bloomberg L.P.

Class Objective To understand how CSR activities affect the bottom line through attracting investors and how pure shared value may resolve the tension between business and social value. Furthermore an important element is CSR as creating system-level change, in this case Bloomberg's role in shifting investor preferences.

Case Study

- Driving Sustainability at Bloomberg L.P. (HBS No. 411-025) by Christopher Marquis, Daniel Beunza, Fabrizio Ferraro, and Bobbi Thomason

Additional Reading

- Note on Socially Responsible Investing (HBS No. 609-060) by Sandra J. Sucher and Daniela Beyersdorfer

Assignment Questions

1. Why does Bloomberg think this is an opportunity worth exploring? How does the strategy resolve any potential tensions?
2. Assess the evolution of the ESG project at Bloomberg and what the best next steps are. Should Bloomberg begin deriving data and/or providing ratings? Or should they stick to their traditional business of just providing information?
3. What is Bloomberg's competitive position in the ESG data space? Do they have any particular competitive advantages or liabilities?
4. How should the ESG product be organized internally going forward? Should Curtis Ravenel be in charge of the project? Why? Why not?
5. Assume you are Curtis Ravenel and prepare your agenda for the meeting with the President and the CEO of Bloomberg: What should Curtis ask for?

Class 5: Shared Value and Government Relations: Western Union: Our World, Our Family

Class Objective To understand how CSR activities affect the bottom line through government relations and how a company resolves tensions through synergistic centralized strategies as opposed to Western Union's prior dispersed by-region approach.

Case Study

- Western Union: Our World, Our Family (HBS No. 410-050) by Christopher Marquis

Assignment Questions

1. Is the Our World, Our Family program a strategic differentiator for Western Union, or just a basic cost of doing business today?
2. How has Our World, Our Family changed Western Union as a company?
3. What part of the Our World, Our Family program do you think will have the biggest social impact? Why?
4. What specific aspects of Our World, Our Family help Western Union engage with policymakers?
5. How does Western Union resolve the tension between a centralized program and a dispersed one?

Class 6: Shared Value and Communities: PNC Financial: Grow Up Great

Class Objective To understand processes of how CSR initiatives affect the bottom line through the local community. Key tensions discussed include a) internal versus external stakeholders as the strategy's target, b) business vs. social value creation, and c) short-term costs vs. long-term benefits. Also case discussion foreshadows leadership and organization design processes discussed more systematically in the third module.

Case Study

- PNC Financial: Grow Up Great (A) (HBS No. 409-108) by Christopher Marquis, V. Kasturi Rangan and Alison Comings
- (IN CLASS HANDOUT): PNC Financial: Grow Up Great (B) (HBS No. 412-119) by Christopher Marquis, William Drewery, Bradley Crane and Laura Velez Villa.

Assignment Questions

1. In what ways do you think Grow Up Great delivers benefit for society? For PNC Financial?
2. How did the program design resolve tensions? Which ones did it leave unsolved?
3. What are some strengths and weaknesses in how PNC implemented Grow Up Great? What should they have done differently? What worked particularly well?
4. How can PNC better align the program with its business interests? What are the risks of doing so?
5. What should PNC do for a second act after the 10-year program has ended? How will that shape what they do over the next 5 years?

Class 7: Module Wrap-up: Whole Foods: Balancing Social Mission and Growth

Class Objective As a bridge to Module 2, class analysis and discussion centers on Whole Foods as first company in the course to follow an embedded social strategy. Critical as well is their work on creating system-level change, and supplier stakeholders. Class also discusses leadership issues for social mission organizations.

Case Study

- Whole Foods: Balancing Social Mission and Growth (HBS No. 410-023) by Christopher Marquis, Marya Besharov and Bobbi Thomason

Additional Reading

- (After class Handout): Managing Stakeholders with Corporate Social Responsibility (HBS Course Overview Note No. 412-121) by Christopher Marquis and Laura Velez Villa

Assignment Questions

1. In what ways do you think that Whole Foods has created value for society? And how have its efforts to create social value led to business results? How has it navigated tensions to attain business benefits through a social strategy?
2. How has Whole Foods grown while also trying to stay true to its social mission? I.e. what organizational strategies, processes and procedures have enabled them to balance these seemingly conflicting goals?
3. In the last few years is Whole Foods more about growth or its social mission? How does their support of practices such as the development of large-scale organic farms fit with their broader social ideology?
4. What changes, if any, should Mackey make to Whole Foods' strategy going forward? What is your assessment of Mackey's new model of "conscious capitalism?"

Module 2: *Social Entrepreneurship*

Module Learning Objectives: To explore the challenges and tradeoffs well of creating business and social value simultaneously, this module is focused on three overarching learning objectives.

1. *Business with a Social Mission.* The core focus of the module is how entrepreneurs with a social mission simultaneously create economic value. Case discussions illuminate how the business models, stakeholder relationships, and practical challenges of such hybrid, social mission organizations differ from those of more traditional companies (encountered in Module 1). The creation of a these organizations is the epitome of the embedded strategy whereby social and business goals blend in a single hybrid mission.
2. *Levers for System-Level Change.* A hallmark of social entrepreneurs is the intention many have, and the opportunity most gain, to have a fundamental influence on how business is done in their sector. Four ways in which they exercise this influence are highlighted in this module.
 - a) **Reshaping the industry** by self-regulating, being the first to implement replicable sustainable processes, enabling collaboration among traditional players, and/or finding new ways of approaching industry-specific mechanisms.
 - b) **Reshaping** (and engaging with) **the rules** by setting legally binding standards and definitions, working with government entities as partners, and/or updating legal infrastructures and frameworks.
 - c) **Reshaping consumers** by building cultures that simultaneously speak to consumers' preferences and tie them to the company's social mission and/or treating customers as partners by communicating business model details and decisions.
 - d) **Reshaping suppliers** by communicating the need to make processes more sustainable, addressing suppliers' short term costs, supporting their research and development processes, and/or simultaneously pursuing supplier improvement measures that inevitably increase costs and others that lower them.
3. *Growth v. Mission Trade Off.* Success has multiple dimensions in social entrepreneurship, so success can breed a difficult tension for social entrepreneurs in how to grow so that the intended social impact and economic value both continue to expand. Under the embedded strategy, where the idea for a social business originates in an opportunity to simultaneously create social and business value, critical is the struggle in finding the right balance between social and business value. Maintaining the social mission through growth and potential exit strategies are perhaps the most difficult challenges for social businesses, the module focuses on a number of critical exit decisions such as organic growth IPO, sale of the company, to even the idea of slowing financial growth to ensure the social goals are maintained.

Class Sessions:

The class sessions extend much of the learning from the first module to smaller organizations that have a social mission at their core. This permits reinforcement of the lessons of module 1 and opportunities for contrasting the challenges and practices of established and start-up

organizations. Key for these social mission organizations is ways of aligning internal organizational processes with external constituencies such that they are able to achieve business and social growth simultaneously. The class sessions also illuminate the four ways that social ventures can reshape their industries.

Class 8: Module Introduction: sweetriot 2.0

Class Objective To analyze and understand social business design as an expression of the three types of social initiatives and the ways in which the tension between business and social value surface, especially as the company encounters opportunities to grow. A key point of case discussion is the way in which sweetriot was working to reshape chocolate industry competitors and consumers.

Case Study

- sweetriot 2.0. (HBS No. 412-007) by Christopher Marquis, Donna Khalife and Bobbi Thomason

Assignment Questions

1. How does sweetriot create social value? Is the product innovative in addressing a social need(s)?
2. What types of social activities does sweetriot's approach use? Where in the business models are they present?
3. In what ways is Sarah Endline sacrificing profit over social value creation? Is the company taking on too much risk in order to fulfill Sarah's theory of change?
4. Which of the concerns or decision points presented in the case strike you as most urgent?

Class 9: Aligning Products and a Hybrid Mission: New Resource Bank: In Pursuit of Green

Class Objective To understand the difficulties in aligning a hybrid mission with a product offering (an expression of the tension between social and business value) and the ways in which a new industry approach can reshape both investors and depositors (consumers), and the bank creates system-level change through its "slow banking" approach.

Case Study

- New Resource Bank: In Pursuit of Green (HBS No. 412-060) by Christopher Marquis and John Almandoz

Assignment Questions

1. Why does New Resource Bank leadership believe becoming a "green" bank rather than a traditional community bank will help its business? Do you agree?
2. Would a large bank, grown by all kinds of clients, be a better way to serve green companies? Or should the bank only select clients who were both consistent with the sustainability mission and bankable?
3. How important to potential depositors and investors would the green borrower selection process be? Was including clients that intended to become greener a good strategy given external perceptions and business volume? If so, would the bank have to offer sustainability advice along with banking services? Would that become a problematic overstretch of responsibilities?

Class 10: Reshaping Consumer Demand: Warby Parker: Vision of a "good" fashion brand

Class Objective To understand the ways in which a new type of business model (one-for-one) can cause system-level change through reshaping consumers. Class additionally focused on the difficulties in aligning the culture of a hybrid organization with rapid growth.

Case Study

- Warby Parker: Vision of a “good” fashion brand (HBS No. 412-104) by Christopher Marquis and Laura Velez Villa

Additional Reading

- “The Buy One, Give One Model: A New Model of Social Entrepreneurship.” by Christopher Marquis and Andrew Park. *Stanford Social Innovation Review* (forthcoming).

Assignment Questions

1. How would you describe the Warby Parker culture? How does it facilitate the attainment of a hybrid mission (why does retaining it matter)?
2. Has the company put in place mechanisms to avoid mission drift?
3. How does Warby Parker create systematic change? How does that benefit the company?

Class 11: Creating New Legal Frameworks: B Lab: Building a New Sector of the Economy

Class Objective Addresses the legal framework for social mission businesses and how this intersects with questions of institutionalizing new types of financing (specifically creating metrics for impact investing). Case discussion will also analyze the strategies that B Lab and its constituents (social businesses) employ to create system-level change.

Case Study

- B Lab: Building a New Sector of the Economy (HBS No. 411-047) by Christopher Marquis, Andrew Klaber and Bobbi Thomason

Additional Reading

- “In Search of the Hybrid Ideal” by Julie Battilana, Mathew Lee, John Walker and Cheryl Dorsey *Stanford Social Innovation Review*, (Summer 2012).

Assignment Questions

1. What is your assessment of B Lab’s tripartite mission and strategy? As the case asks, is it their secret sauce or their albatross? If the former, what synergies exist between the different elements? If the latter, how do you recommend they change their objectives?
2. What is the value-added to companies of becoming a B Corporation? What would you recommend B Lab do to grow the number of B Corporations? More generally, how do you motivate companies and investors to think long-term (instead of short term) and at a societal level (not just about their own profits)?
3. How do you assess their work to gain legal recognition for the Benefit Corporation? How can they be more effective on this front? How important is it for them to get legal recognition for this form across all 50 US states?
4. Does B Lab’s solution to have a new single, as opposed to “dual” legal structure for social businesses solve the problems that Lindsay Clinton discusses? Or is the traditional approach of combining different legal forms more useful to social entrepreneurs?
5. How does B-Lab’s approach differ to that of Bloomberg? Are ESG inclusion and impact investment different enough for there to be a need to have separate initiatives?

Class 12: Reshaping Industries and Governments: China Greentech Initiative

Class Objective Class analysis focuses on the difficulties in aligning traditional business models (in this case consulting) with a hybrid mission, as well as the ways in which various external players can be activated to reshape an industry, particularly through governmental interaction. The case also shows examples of ways to create system-level change in various industries, consumers and policy makers.

Case Study

- China Greentech Initiative (CGTI) (HBS No. 412-105) by Christopher Marquis, Laura Velez Villa and Lynn Yin.

Additional Reading

- “Regulatory Uncertainty and Corporate Responses to Environmental Protection in China.” by Christopher Marquis, Jianjun Zhang, and Yanhua Zhou. *California Management Review* 54, no. 1 (2011): 39-63.

Assignment Questions

1. How does the CGTI model reflect its mission? How effective is it?
2. How can CGTI further capitalize on its collaborative model? Does the open source collaboration aspect of its model contribute to or limit CGTI’s profit potential?
3. Is CGTI’s model replicable on other industries and economies?

Class 13: Module Wrap-up: Patagonia

Class Objective Class analyses addresses how social entrepreneurs may create system-level change by reshaping suppliers, and to present social enterprise growth strategies that attempt to navigate the tension between business and social value. Case discussion will also help conclude module 1 by reviewing the centrality of the social mission in companies following the embedded strategy and revisiting the tension between business and social value creation in the context of social businesses

Case Study

- Patagonia (HBS No. 711-020) by Forest Reinhardt, Ramon Casadesus - Masanell, Hyun Jin Kim

Assignment Questions

1. Evaluate Patagonia’s strategy. What are the key drivers of its performance so far? What role has its position on the environment played in all this? What about its relationship with suppliers?
2. Compare and contrast Timberland and Patagonia with respect to their social strategy. Who do you think is more effective? Why?
3. Would Patagonia be able to do what it has done if it were a public company? If it were to go public, would it (or should it) change its position on the environment?

Module 3: *Effectively Implementing Socially-Focused Strategies*

Module Learning Objectives: This module is focused on two overarching learning objectives.

1. **Implementation Of Social Initiatives.** The third module outlines the key implementation challenges encountered by conventional corporations and social businesses. It builds on the previous modules' inquiry into solutions to the core challenges represented by the two types of companies analyzed in the course: 1) Changing management processes in conventional corporations (so that the pursuit of social value is not simply bolted on) and 2) Scaling the social mission in the wake of success. The course emphasizes that integrating sustainable practices into businesses will be primarily concerned with organizational design. This will require leadership to execute four key design practices including a) careful selection and integration of human capital; b) cultural alignment; c) structuring of collaborative relationships with other organizations (partnerships) in order to leverage the various types of capital and talent that social value creation requires; and d) adequate measurement of the business and social impact of a social strategy in order to maximize its internal and external benefits.
2. **Specific Organizational Processes Considered:** a) types of effective leaders and leadership roles, b) selection and alignment of employees with a social strategy, c) importance of an aligned organizational culture, d) the use of strategic partnerships, and e) measurement of social and business impact. If done properly, attention to these issues will provide conventional and social businesses alike with the tools necessary to overcome the challenges outlined earlier in the course.

Class Sessions:

Each of the sessions focuses different organization design elements as they relate to effectively implementing a social strategy.

Class 14: Module Introduction: Burt's Bees: Balancing Growth and Sustainability

Class Objective A transition case from modules 1 and 2 to module 3, as Burt's Bees not only faces the challenges of balancing growth with mission, but is it is then absorbed into Clorox, it illustrates contrasts between social-mission and conventional companies. Discussion focuses on balancing sustainability with growth (mainly through culture and mission alignment) and to contrast the challenges that conventional companies face in implementing social strategies (through sale of company to Clorox).

Case Study

- Burt's Bees: Balancing Growth and Sustainability (Multimedia Case HBS No. 410-704) by Christopher Marquis

Additional Reading

- "Can the virtuous mouse and the wealthy elephant live happily ever after?" by James E. Austin and Herman B. Dutch Leonard. *California Management Review* 51 (2008): 77-102.

Assignment Questions

1. How far along is Burt's Bees in their sustainability journey?
2. Which of their 2020 goals is the most challenging? Why?
3. Could any company do this? Is their 'Greater Good' Business model replicable?
4. It is clear that the more a company grows, the more difficult it is to be sustainable. How has Burt's Bees balanced the tension thus far?

5. Moving forward, what are the risks and opportunities from the Clorox acquisition?

Class 15: Aligning Leadership and Culture with Shared Value: Chairman Zhang and Broad Group: Growth Dilemmas

Class Objective To understand different leadership approaches and the role of leadership as an implementation tool. Case discussion will be focused around the importance of leaders shaping organizational structures and culture in order to facilitate the implementation and retention of the strategy.

Case Study

- Chairman Zhang and Broad Group: Growth Dilemmas (HBS No. 412-095) by Christopher Marquis, Nancy Hua Dai and Lynn Yin

Assignment Questions

1. Tracing the influence of Zhang's leadership in the company, how did it affect the different elements of the organization? What about his influence in the Broad Group will be maintained once he leaves the Group, if anything?
2. How necessary is the lifestyle aspect of Board Group's approach in ensuring employees buy into the company culture? How necessary is it to ensure product innovation, if at all?
3. What leadership style changes will Broad Group need to implement in order to maintain its mission through expansion, if any?

Class 16: Aligning Employees with Shared Value: Social Innovation at salesforce.com

Class Objective Case analysis focuses on the importance of aligning employee selection and organizational culture with the social strategy. Case discussion will focus on the fact that when a company begins to align its social mission with key organizational components, employee selection and alignment becomes an important part of realizing and perpetuating the company's mission. In this class students will learn about the important implementation tool of employee and cultural alignment, which is especially useful to social businesses as they face the challenge of retaining their mission through growth.

Case Study

- Social Innovation at salesforce.com (HBS No. 412-049) by Christopher Marquis, Marley C. Kornreich and Bobbi Thomason

Assignment Questions

1. How can the transition from Foundation to social business allow new talent to come into the salesforce.com Foundation's team while remaining a socially-focused operation?
2. What can the Foundation do to attract top sales talent?
3. How can the Foundation align the two employee profiles with the new social strategy?
4. How can it create an organizational culture that in turn aligns with those elements (think of examples from Burt's Bees experience)?

Class 17: Partnerships and Shared Value: Starbucks and Conservation International

Class Objective Focus is on how partnerships aid companies trying to implement social strategies. The Starbucks partnership with Conservation International illustrates how cross-sector partnerships can help companies implement social value strategies.

Case Study

- Starbucks and Conservation International (HBS No. 303-055) by James E. Austin and Cate Reavis

Assignment Questions

1. When corporations pursue social goals as part of their business strategy, how can they best determine which social goals are appropriate to pursue (or worth pursuing)?
2. Whenever corporations pursue social goals, they can be reasonably confident that some of their external constituents will not think that they have done enough. How well is Starbucks dealing with this challenge? (How would we know if they were being successful meeting it?)
3. What value is the partnership with Conservation International adding to Starbucks' business? How is it helping it change internal processes in order to implement a social strategy?
4. How does the level of integration and goal alignment affect this partnership? Other partnerships in the course?

Class 18: Class Wrap-up: Goldman Sachs: The 10,000 Women Initiative

Class Objective To discuss the role of measurement in helping companies implement social strategy, as well as review common measurement complications.

The main focus is on discussing the role of measurement in helping companies implement social strategy, as well as review common measurement complications. Case also provides an opportunity to review course content as it contains many of the key elements of leadership, partnerships and complex stakeholder relations that have been covered earlier in the course

Case Study

- Goldman Sachs: The 10,000 Women Initiative (HBS No. 509-042) by Christopher Marquis, V. Kasturi Rangan and Catherine Ross

Assignment Questions

1. Why focus on educating women entrepreneurs? Why not men too?
2. Is Goldman Sachs the right organization to undertake this initiative? Why or why not?
3. What is your assessment of how the program was conceived and designed? What are the important organizational design factors that will lead this to be a success? What is your assessment of their measurement approach and plans?
4. How does Goldman Sachs foresee measurement will help its initiative?
5. Where should Goldman Sachs concentrate the future efforts of the 10,000 Women Initiative?