

# 21E10000, How to change the world: Innovating toward sustainability, 6 ETCS

Instructor's contact information	Course information
Name Minna Halme E-mail <a href="mailto:minna.halme@aalto.fi">minna.halme@aalto.fi</a> Office Hours Upon request Instructor's Webpage	Status of the course M.Sc. degree elective course in Creative sustainability. M.Sc. degree, elective in Management and International Business.
Course assistant: Marleen Wierenga Email: <a href="mailto:marleen.wierenga@aalto.fi">marleen.wierenga@aalto.fi</a>	Academic Year III (Spring 2018) Location Töölö; R101/C-331 (main building) Time: Mon 10-13 pm & Thu 13-16 pm (see schedule) Language of Instruction: English Course Website: <a href="https://mycourses.aalto.fi/course/view.php?id=16192">https://mycourses.aalto.fi/course/view.php?id=16192</a>

## 1. OVERVIEW

In “How to change the world: Innovating toward sustainability” course we work with global environmental and social sustainability problems and their potential solutions. The course aims at **exploring alternative paths for creative and innovative responses to sustainability challenges**. Global sustainability challenges are taken as starting points for innovating new forms of individual action, economic activity, business models, and organizational forms. The course addresses sustainability innovation from the following main perspectives: **sustainable business models and sustainability innovations, inclusive business in low-income markets, various forms of entrepreneurship for sustainability ventures, intrapreneurship for sustainability context of large organizations, and change advocacy and leadership**. We employ a variety of interactive working methods, which encourage students to **explore** and **reflect** upon their own thinking patterns and develop new ideas in a collaborative manner.

## 2. PREREQUISITES

This course is part of the advanced studies (master level). State of the World and Development (Yhd. 12.3082) offered at Aalto School of Engineering by Environmental Technology Dept. or equivalent.

## 3. LEARNING OUTCOMES

Through lectures, exercises, team project and practitioner talks the students gain understanding of **wicked societal problems related to sustainability**: what they are, how they can be approached, and why it is important to tackle them. More importantly, the students explore **alternative paths for creative and innovative responses** to sustainability challenges. We both provide the students with information of the **known approaches to sustainability innovation and entrepreneurship** as well as **encourage their personal reflection in finding their own approaches and roles as change makers**. The students gain an understanding of how these vast challenges can be approached with **realistic and plausible actions** and what kind of different strategies can be identified. The students also try out these approaches in their course project as they collaboratively set up a social or sustainability enterprise and aim to develop an innovative response to a clearly focused sustainability issue.

#### 4. ASSESSMENT AND GRADING

- Interactive lectures 35%
- Team project 30%
- Applied book exam (i.e. Reading Corner) 15%
- Learning diary 20%

#### 5. ASSIGNMENTS

##### **Course project: Designing a business model for a social or sustainability enterprise**

Student teams of three or four members design a business model for social or sustainability enterprise that aims to address one wicked sustainability problem. One enterprise cannot solve a wicked problem in full, but address a relevant part of the problem in a selected geographic setting. The business model designed by the student teams should be simultaneously realistic yet ambitious. The core of this task is the business model of the enterprise. The teams can use the Osterwalder Business Model Canvas as a basis for designing the business model of their enterprise. Steps of the task are:

- Selecting a slice of the wicked sustainability problem assigned for the team
- What will be the social contribution of our enterprise? What problem will it solve?
- Selecting the geographic context: where will our enterprise operate?
- Drafting the business model using Osterwalder Canvas or its modified version
- Analysis of challenges and pitfalls of the enterprise and its business model
- What can be done to remove challenges and pitfalls?
- Can Aalto students set up this enterprise or participate in setting it up?

The assignment will be graded based on:

- (1) the relevance and credibility of the business model as well as the chosen problem it sets to solve (i.e. the chosen aspect of a wicked problem)
- (2) how well the team collected and utilized relevant background information and specified the issue being addressed
- (3) how ambitious and creative the proposed business model is.

##### **Reading corner**

Reading corner is a way to discuss the literature on the course, and share ideas and questions collaboratively. Reading corner is a required meeting for the course (minimum one session, see below) and affects the course grade. It is also a great way to meet and have reflective discussions with other students related to course topics. The student chooses a book to read and present from six book options. Students that have read the same book present its central arguments and learnings to the other participants of the reading session. Student groups are free to organize the presentation style and format themselves (usually power point presentations are discouraged and verbal communication with for example backup material is encouraged). Two or three books are discussed during each session. Students are welcome to attend more than one session.

**Place:** A comfortable place for discussion will be agreed upon with participants before the session.

##### **Book options for the reading corners**

The student selects a book from the list below **by January 15<sup>th</sup>, 2018**.

1. Elkington, Pamela Hartigan (2008) Power of unreasonable people: how social entrepreneurs create markets that change the world. ISBN 9781422104064
2. Grant, A. (2016) Originals. How non-conformists move the world. New York: Penguin Books.
3. Weimann, J.; Knabe, A.; Schöb, R. (2015) Measuring Happiness – the economics of well-being. The MIT Press, Cambridge. ISBN 978-3-7910-31941.
4. Layard, P. R. G. (2005 or 2011) Happiness: Lessons from a new science. ISBN978-0-241-95279-5
5. Wilkinson, R. Pickett, K. (2009) The spirit level: Why equality is better for everyone. ISBN: 978-014103236-8.

6. Jackson, T. (2009) Prosperity without growth: Economics for a finite planet. ISBN: 978-1-84407-8943
7. David Peter Stroh (2015), Systems Thinking For Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results.

### Discussion forum online

During the course we will have an online discussion forum in MyCourses, where you will have the chance to reflect on the content of the lectures as well as on the other course assignments. The forum is intended as an additional learning platform for you. You will be expected to contribute to this discussion and activity here will be taken into consideration in the grading as a part of the interactive lectures 35%. More instructions will be given on the introductory lecture.

### Writing a learning diary on happiness and sustainability deeds

The first part of the learning diary will give you a chance to explore one of the biggest questions of life: “What makes me happy?” Human well-being, happiness and their constituents are one of the underlying themes of the course. We will explore these topics – and their sustainable foundations – from different angles, one of which is a diary in which we would like you reflect on a daily basis, what makes you happy. So, everyday write down what has made you happy on that particular day, and reflect upon what this tells you about the basis and pursuit of happiness. We urge you to, indeed, do this every day and as immediately as possible when you experience the moment you wish to record. This will help you in reflecting upon those moments and your experience in a genuine manner.

The second part of the learning diary encourages you to do one sustainability deed a day. The idea here is to change one small thing in a day, however small it is. You do not need to choose a new issue for each day (although you can opt for that also), but you are free to explore as many topics and deeds as you desire during the time period. You can also concentrate on one single thing or issue, if you wish. The concrete deed can be e.g. opting for a more sustainable option in your consumption, promoting a positive venture, convincing someone to make a sustainable choice in their life, refraining from buying or doing an environmentally harmful act, engaging in a socially sustainable act, picking up a piece of trash... With this exercise we challenge you to explore how it feels to make changes in your own daily routine. What is necessary to make the change happen and what is needed to make it stick? This exercise is a very concrete part of the learning diary with the help of which we explore the influence of and learnings from small deeds.

We will discuss the learning diaries during the course in order to share our insights and reflections. We explore each section independently as well as their interconnections. This may create learning lessons that surprise us all.

Learning diary should be completed **by February 26th, 2018**. It needs to be submitted in edited and understandable format. Length is 5-10 pages (11pt Arial, line spacing 1, standard margins, A4 size). Learning diary represents 20% of the course grade, but it is most valuable as a learning tool. Be creative!

## 6. PRELIMINARY SCHEDULE

Session	Date	Theme	Readings	More information
Introduction & Crowdsourcing wicked sustainability problems	8.1.2018 (10-13)	An introduction to the course Team work that lays the ground for team projects		Introduction of the course project
Human wellbeing & ecological carrying capacity	11.1.2018 (13-16)	The big picture of the human wellbeing & environmental sustainability challenges, and the relations between them	1 & 2	Happiness and capabilities perspectives  Happiness &

				Sustainability Deeds: Diary assignment
Innovating inclusive business for poverty alleviation	15.1.2018 (10-13)	Innovating for poverty alleviation & wellbeing: Inclusive business models and how to create them	3	
Eco-innovations	18.1.2018 (13-16)	Eco-efficient business models	Case	Case: Husk Power Systems, with Tatu Lyytinen
Creating change through entrepreneurship and intrapreneurship	22.1.2018 (10-13)	Creating change with the help of new organizations: Social and sustainability entrepreneurship. Creating change within large organizations – tactics for intrapreneurship	4, 5, 6 (5 is voluntary)	Me as a change maker - canvas
Clinic sessions	Week 4			Time tbd with students
Facilitating change in complex global systems	25.1.2018 (13-16)	Navigating complex global systems and creating acceptance for novel ideas in dominant systems.	7	Systems change Partnerships, cocreation & collective sensemaking Role play
Being a change maker 1	29.1.2018 (10-13)	Guest speakers: Entrepreneurs, and public sector actors as change makers		Antti Virolainen (Sharetribe), Petri Alhava (Infinited Fiber Company), Pekka Nikander (Arvotakomo), Johanna Kohvakka (Waste2Taste)
Reading Corner 1	1.2.3017 (13-16)			Teachers & Jarkko
Clinic sessions	Week 5			Time tbd with students
Being a changemaker with Asta Raami from Innersity	5.2.2018 (10-13)		Select from booklist	“Using intuition as a guide of change”

Reading corner 2	8.2.2018 (13-16)		Select from booklist	Teachers & Eeva
Change makers proudly present I	Week 7	Teams present sustainability business models		
Change makers proudly present II	Week 7	Teams present sustainability business models		

## 7. READINGS

In addition to the book list for the reading corner, additional articles will assigned for some lectures. These readings are listed below and announced on the course website.

1. Rockström et al. 2009. A Safe Operating Space for Humanity. *Nature* 46: 472-475.
2. Hicks, C. et al. 2016. Engage key social concepts for sustainability. *Science* 352(6281) 38-40. April
3. Akemu, O., Whiteman, G and Kennedy, S. 2016. Social Enterprise Emergence from Social Movement Activism: The Fairphone Case. *Journal of Management Studies*, 53(5), 846-877.
4. Halme, M., Lindeman, S. and Linna, P. 2012. Innovation for Inclusive Business: Intrapreneurial Bricolage in Multinational Corporations. *Journal of Management Studies*, June, 743-784.
5. Venn, R. and Berg, N. 2013. Building competitive advantage through social intrapreneurship. *South Asian Journal of Global Business Research* 2(1) 104-127. (Voluntary reading)
6. Mair, J., Battilana, J., & Cardenas, J. (2012). Organizing for Society: A Typology of Social Entrepreneurial Models. *Journal of Business Ethics*, 111(3).
7. Gradl, C. & Jenkins, B. (2011). *Tackling Barriers to Scale: From Inclusive Business Models to Inclusive Business Ecosystems*. Cambridge, MA: the CSR Initiative at the Harvard Kennedy School.

## 8. COURSE WORKLOAD

Classroom hours	28h
Participating in team project	90h
Preparation of and participation in the Reading Corner	17h
Preparation of the learning diary on Happiness & Sustainability Deeds	25h
...	
<b>Total</b>	<b>160h (6 cr)</b>

## 9. ETHICAL RULES

Aalto University Code of Academic Integrity and Handling There of:  
<https://into.aalto.fi/pages/viewpage.action?pagelId=3772443>

## 10. OTHER ISSUES

- Registration to course is through WebOodi. Closes one week before the start of the course.
- Course Policies

We expect the students to be present during class sessions as active discussion between participants is an important part of the course. In principle, we allow for 2 absences from the sessions and should they occur, we ask you to notify us with an email. We strongly encourage students to be present during the first lecture.