

MGMT 241: Knowledge for Social Impact – Analyzing Current Issues and Approaches (V1)

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Spring 2015, Wednesdays 3 – 6 pm

Course Overview

Recent technological changes – Facebook, Twitter, and more – have helped to raise awareness of the magnitude and devastating long-term effects of poverty, food insecurity, limited and unequal access to education, and numerous other social issues. Coupled with growing awareness of these issues is the growing sense among many thought leaders, activists, and observers that traditional government programs and traditional charities may not be able to solve these problems alone. What may be needed are new strategies – innovative approaches borne of (a) a deep understanding of the issues and of prior approaches; (b) interdisciplinary collaboration and a commitment to innovation and experimentation; and (c) access to business knowledge, frameworks, and resources.

MGMT 241 is designed to provide the information, strategies, examples, and analytical mindset to make students more rigorous, insightful, and effective in analyzing social ills and crafting potential solutions. We will examine the nature and extent of two pressing social problems – food insecurity and barriers to post-secondary education – and current approaches to solving these problems. After an introduction to the social impact landscape and a review of frameworks and tools for social impact, we will meet with researchers, business leaders, and non-profit leaders to learn what's not working, what is working, and what might work even better.

Office Hours

Professor Katherine Klein: Tuesdays from 4:30 – 5:30 and by appointment

Office: SHDH 3115 Cell: 202/491-7177

JR Keller (Teaching Assistant): Thursdays from 9:30-10:30 and by appointment

Office: SHDH 3115 Cell: 787/564-6856

Grading

This course may *not* be taken pass/fail. Grades will be based on:

1. Participation: Attendance, Engagement, Expertise, and Reflection (20%)

Your participation grade will reflect your attendance, preparation, engagement in the class, and performance as an “expert witness.”

- **Attendance:** Given the highly interactive nature of the class and the frequency of class visitors, students are expected to be at every class session.
- **Preparation:** To ensure meaty, thoughtful, informative class discussions, students must complete all assigned readings prior to each class session. Be sure to read about each visitor to the class (leadership cases and guest speakers). To get you started, we have provided links to the guests’ websites and their organizations.

- **Engagement:** To ensure everyone's engagement, all electronic devices must be off and stored during every class session in its entirety. Please do not check or use cell phones, iPads, laptops, or any other electronic devices in class without my express permission.
- **Expertise:** At multiple points in the semester, each student will sign up to serve as an "expert witness" regarding a specific reading, video, or guest. When you sign up to be an expert witness, please read your assigned article carefully (or watch the assigned video carefully) and be prepared to give the class a one-minute summary, emphasizing key points and links – points of compatibility or difference – to other assigned readings and videos. I may or may not explicitly call on you to provide a summary of your assigned article or video during class sessions, but your particular expertise will serve as a resource for the class session. When you are assigned a speaker for which you the expert witness, please search the web to gain an understanding of the speaker's background and his/her company or organization. Be prepared to take the lead in introducing the speaker and in asking questions to this speaker. You will sign-up for "expert witness" assignments on Canvas.
- **Reflection:** For our last class session, I will ask for your reflections on the class: What reading(s) did you find most provocative and insightful? Which speaker(s) impressive and inspired you the most? What quotes from our speakers or discussions do you want to remember? And what are important take-aways for you personally? As you participate in the course, think about your answers to these questions. A brief write-up of your answers (250-500 words) will be due on **APRIL 20**.

2. Individual Paper #1: Problem Analysis (35%). DUE DATE: Wednesday, March 6th at 11:59 pm.

For this paper, you will conduct a focused research literature review of a topic related to either of the two core issues we'll focus on as a class (food insecurity and hunger; access to and completion of post-secondary education). Topics should be relatively specific, such as "access to college among first-generation female immigrants to the US," or "malnutrition and pregnancy among poor women in _____," or "food insecurity in New York City in the 21st century," etc.

For this paper, you must find and summarize three distinct studies (ideally studies published in top-tier, peer-reviewed academic journals) that represent each of the three "ways of knowing" that we will discuss in class:

- Counting and correlation (i.e., analysis of census data, archival data, quantitative survey data, etc.)
- Experimentation and intervention (i.e., field experiments, quasi-experiments, laboratory experiments, analysis of treatment outcomes)
- Ethnographic observation (i.e., collection and analysis of qualitative interview data, observational data, and or personal/participant experience)

Your paper should be 5-8 pages double-spaced (2,000 words max., not including references) and should include:

- Introduction to the problem (1 paragraph)
- Summary of research literature, highlighting similarities and differences among the insights gained from each of the 3 ways of knowing (4-5 pages)
- Implications of the research for interventions to solve the problem (approximately 1 page)
- Your reflections on the research findings and on the different ways of knowing (approximately 1 page)

To find the three studies that you will read, summarize, and analyze, use Google Scholar to conduct a search of the recent research literature on your topic. For example, if you are interested in college access among immigrants to the United States, you might begin by entering the terms “college access immigrants United States experiment” and later enter the terms “college access immigrants United States ethnography.” Be sure that the studies you pick include at least one true field, lab, or quasi-experiment; one true ethnography or qualitative study; and one true counting and correlational study. (You are likely to find that counting and correlational studies on your topic are most prevalent.)

3. Individual Paper #2: Organizational and leadership analysis (45%). DUE DATE: April 30th at 11:59 pm.

For this paper, you will describe and analyze *the mission, activities, leadership, and effectiveness of a for-profit business or non-profit organization* working to ameliorate food insecurity, to remove barriers to college access, or to overcome another social problem of particular interest to you. (If you choose the third option – a for-profit business or non-profit organization working to overcome another social problem – be sure to get my approval before beginning work on the paper.)

Choose a business or organization that you are curious about and admire. You will be studying this organization in-depth and will conduct an in-depth, personal interview with a member of the senior leadership team – the founder, CEO, or another senior executive.

Your paper should be 10 – 15 pages long (3,750 words maximum, not including references or appendices) and provide detailed, clear, and persuasive answers to the following three sets of questions. If the organization is large and/or multifaceted, it may be helpful to focus on a particular area of its work.

1. Organizational analysis: Given the company or organization’s mission and goals, how successful has it been in creating sustainable, positive social impact, how, and why?
 - a. How does the company or organization create impact? What is its logic model?
 - b. To what extent is the company or organization’s mission, goals, and impact driven by research evidence? What kind of research?
 - c. How does the company or organization assess its impact?
 - d. How great is its impact?
 - e. How financially sustainable is the company or organization?
2. Leadership analysis: How has the leader you interviewed sought to strengthen the impact, financial sustainability, efficiency, and/or effectiveness of the company or organization he/she leads?
 - a. How did the leader come to found or join the company or organization?
 - b. What strategic changes has the leader sought to implement? What prompted these changes?
 - c. What’s worked well? What successes has he/she experienced in driving change, with what effect?
 - d. What continuing challenges has he or she experienced – things he or she has tried, but been unable to change or overcome in the company or organization?
3. Your take-aways: Based on your analysis of this company or organization, your interview with the leader, and your reflections on class readings and discussions, what are key lessons for organizations, leaders, and/or for you personally? You may choose to answer one or more of the questions below:
 - a. What must businesses and/or non-profits do to create sustainable positive social impact?
 - b. What are essential skills or strategies for leading mission-driven businesses or non-profits?
 - c. What steps can one take to build a satisfying and high-impact career?

Important hints:

- Strong papers will reflect not only careful study of the organization (including its website and relevant news accounts) and a meaty, thoughtful, in-depth interview with the leader, but also an explicit and skilled incorporation of numerous class readings and concepts.
- Plan ahead. It will be impossible to do a good job in this paper if you put it off to the last few weeks.
- Prior to interview the senior leader, study his or her business or organization in detail. In-depth preparation conveys your respect for the interviewee and ensures a thoughtful conversation.
- Ask for permission to record the interview, so that you can transcribe and quote the best sections of the interview in your paper. This will allow you to let the leader “speak” in his or her own voice in your paper
- You must include in your final paper: (a) the name of the business or non-profit you studied; a link to the website; the name of the leader you interviewed and an email from him or her, including his or her email address, indicating his or her participation in the interview.
- To grade your paper, we will evaluate the quality of your: (a) organizational analysis; (b) leadership interview and insights; (c) take-aways; (d) integration of course readings; and (e) writing.
- If you need help identifying a business or organization to study, let me know *before Spring Break*. WSII has many contacts, including many Wharton alums.

Class Schedule, Topics, Readings, and Visitors

Please note:

- ***The reading load is uneven – intentionally and necessarily – over the course of the semester. The reading load is heaviest in the first months of the course and is somewhat lighter on days in which we have visitors presenting organizational leadership case studies.***
- ***There are likely to be some last-minute changes to the syllabus over the course of the semester as some invited speakers may need to change their schedules.***

SECTION 1: Social Impact, Organizational Effectiveness, and the Poverty Challenge

1. January 14 – Course Introduction: Understanding the Current Social Impact Landscape

Social impact is no longer the province of non-profits and government agencies alone. We will examine the many organizational forms that social entrepreneurs and social “intrapreneurs” are using to create positive social impact, including for-profit social enterprises, non-profit organizations, hybrid organizations, corporate social responsibility, media campaigns, impact investing, and more.

We will also examine the new approaches and standards that are emerging for social impact organizations, highlighting the drive for evidence-based practice, demonstrable impact, empowerment, financial sustainability, and scalability.

Required Readings & Videos:

1. Eggers, W. D., & MacMillan, P. (2013). *The social revolution: How business, government, and social enterprises are teaming up to solve society’s toughest problems*. Chapters 1 & 2 only (p. 1-50)

a. **Please purchase book on-line or obtain reading from Study.net for this class**

2. Austin, J. E., Gutierrez, R., Ogliastri, E. & Reficco, E. (2007, Winter). [Capitalizing on convergence.](#) *Stanford Social Innovation Review*, 24-31.
http://www.ssireview.org/articles/entry/capitalizing_on_convergence
3. Morgan Stanley (2013). [Online report: Impact investing.](#)
<http://www.morganstanleyfa.com/public/projectfiles/d76aaa84-beac-4296-aad2-00786b56493e.pdf>
4. Kania, J. & Kramer, M. (2011, Winter). [Collective impact.](#) *Stanford Social Innovation Review*, 36-41.
http://www.ssireview.org/images/articles/2011_WI_Feature_Kania.pdf
5. Video: TED Talk – [The way we think about charity is dead wrong – Dan Pallotta](#)
http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong?language=en
6. Video: TED Talk – [Poverty, money and love – Jessica Jackley, Kiva.org](#)

Leadership Case Study and Guest Speaker

Jonathan Greenblatt, Wharton Senior Fellow, Wharton Social Impact Initiative

1. [White House Office of Social Innovation and Civic Participation](#)
2. [Anti-Defamation League](#)

2. January 21 – Leading Mission-Driven Organizations

Required readings:

1. Heinecke, A., Kloibhofer, M., & Krzeminska, A. (2014). Leadership in social enterprise: [How to manage yourself and the team.](#) *Schwab Foundation for Social Entrepreneurship & World Economic Forum*.
2. Senge, P., Hamilton, H., & Kania, J. (2015). [The dawn of system leadership.](#) *Stanford Social Innovation Review*, 27-33.
3. Grant, A. (2011, June). [How customers can rally your troops.](#) *Harvard Business Review*.
4. Carton, A. M., Murphy, C., & Clark, J. R. (2014). A (blurry) vision of the future: How leader rhetoric about ultimate goals influences performance. *Academy of Management Journal*, 57: 1544-1570.
(You will find this reading on Canvas. Be sure to read the following pages carefully: 1544 – 1551 and 1563-1566. Pages 1552-1562 may be slower going but will give you the details of the two rigorous studies the authors conducted.)
5. Rubin, E. (2013, October 21). [How a Texas philanthropist helped fund the hunt for Joseph Kony.](#) *The New Yorker*.

Leadership Case Studies and Guest Speakers

1. **Hope Wohl, CEO, Breastcancer.org**
 1. [Hope Wohl at Breastcancer.org](#)
 2. [Breastcancer.org](#)
2. **John Montgomery, Founder, Bridgeway Capital Management**
 1. [John Montgomery at Bridgeway Capital Management](#)
 2. [Bridgeway Capital Management](#)
 3. [About Bridgeway](#)
 4. [Bridgeway Foundation](#)

3. January 28 – Achieving Financial Sustainability

Required readings:

1. Foster, W., & Bradach, J. L. (2005). [Should nonprofits seek profits?](#) *Harvard Business Review*.
2. Foster, W. L., Kim, P., & Christiansen, B. (2009). [Ten nonprofit funding models](#). *Stanford Social Innovation Review*, 41: 32-39.
3. Thompson, J. D., & MacMillan, I. C. (September, 2010). [Making social ventures work](#). *Harvard Business Review*, 88: 66-73.
4. Battilana, J., Lee, M., Walker, J. & Dorsey, C. (2012). [In search of the hybrid ideal](#). *Stanford Social Innovation Review*, pages 51 – 55.
5. Bugg-Levine, A., Kogut, B., & Kulatilaka, N. (2012). [A new approach to funding social enterprises](#). *Harvard Business Review*, (September).
6. Rottenberg, L., & Morris, R. (2013, January). [If you want to scale impact, put financial results first](#). *Harvard Business Review: HBR Blog Network*.

Leadership Case Studies and Guest Speakers

Davis Smith, Founder & CEO, Cotopaxi: Gear for Good

1. [Interview with Davis Smith](#)
2. [Cotopaxi: Gear for Good](#)

Kyle Zimmer, First Book

1. [Interview with Kyle Zimmer](#)
2. [First Book](#)
3. Heath, T. (2013, April 14). [Value added: Nonprofit First Book steals a page from the business world](#). *Washington Post*.
4. NPR story (2014, December 29). [Nonprofit fights illiteracy by getting books to kids who need them](#).

4. February 4 – Achieving and Assessing Impact

Required Readings and Video:

1. Penn Center for High Impact Philanthropy and Wharton Social Impact Initiative. [Beyond compliance: Measuring to learn, improve, and create positive change.](#)
2. Ebrahim, A., & Rangan, V. K. (2014). [What impact? A framework for measuring the scale and scope of social performance.](#) *California Management Review*, 56(3), 118–141.
3. Epstein, M. J. & Yuthas, K. (2014). Measuring and improving social impacts: A guide for nonprofits, companies, and impact investors. Part 4: How Will You Measure Success? (pages 116-177).
 - **(Please obtain this reading from Study.net)**
4. Center for High Impact Philanthropy. (September – November, 2013). [Five myths and a question about impact.](#)
5. Semuels, A. (November 26, 2014). [A new business strategy: Treating employees well.](#) *The Atlantic*.
6. W.K. Kellogg Foundation. (2004). [Logic model development guide: Using logic models to bring together planning, evaluation, and action.](#) Battle Creek, Michigan. (Download here:

Recommended:

1. Video: TED Talk – [Social experiments to fight poverty](#) – Esther Duflo

Guest Speaker:

Katherina Rosqueta, Founding Executive Director, Penn Center for High Impact Philanthropy

1. [Kat Rosqueta Bio](#)
2. [Interview with Kat Rosqueta](#)
3. [The Center for High Impact Philanthropy](#)

5. February 11 – Ways of Knowing: Towards an Understanding of Poverty

The social issues we examine in this course are linked closely to poverty. The poor experience food insecurity and barriers to post-secondary education far more often and more severely than do those of moderate or higher income. As we learn about poverty, focusing primarily on current poverty in the US, we reflect on different “ways of knowing” or learning about social issues:

- Counting and correlation (e.g., quantitative and census data, analyses of the correlates of food insecurity, poverty, disease, etc.)
- Experimentation and intervention (e.g., random assignment and deliberate attempts to change or treat the focal phenomenon)
- Ethnographic observation (e.g., close observation with a goal of understanding individual experience, design thinking)

Required Readings & Videos:

1. DeNavas-Walt, C. & Proctor, B. D. (2014, September). [Income and poverty in the United States: 2013](#), pages 1 – 20. (United States Census Bureau, Economics and Statistics Administration)
2. Culhane, D. P., Metraux, S., & Hadley, T. (2002). [Public service reductions associated with placement of homeless persons with mental illness in supportive housing](#). *Housing Policy Debates*, 13, 107-163. (Skim for key points and research method.)
3. Rosenberg, T. (2013, September 25). [Escaping the cycle of scarcity](#). *New York Times (Opinionator)*.
4. Mani, A., Mullainathan, S., Shafir, E., & Zhao, J. (2013). [Poverty impedes cognitive function](#). *Science*, 341: 6149, 976-980.
5. Tirado, L. (2013, November 22). [This is why poor people's bad decisions make perfect sense](#). *Huffington Post*.
6. Elliott, A. (2013, December). [Invisible child \(5-part series\)](#). *New York Times*.

Guest Speaker:

Dennis Culhane, Professor of Social Policy, Penn

1. [Dennis Culhane Bio](#)
2. Culhane, D. (2010, July 11). [Five myths about America's homeless](#). *Washington Post*.

SECTION 2: Food Insecurity

6. February 18 – Ways of Knowing: Towards an Understanding of Food Insecurity

Before analyzing three different organizations' approaches to combatting food insecurity, we explore the definition, prevalence, correlates, and consequences of food insecurity. As in our examination of poverty, we explore different "ways of knowing" about food insecurity, so as to draw insights not only about food insecurity but about the kinds of knowledge needed to design and implement effective strategies for social impact.

Required Readings & Video:

1. Alaimo, K. (2005). Food insecurity in the United States: An overview. *Topics in Clinical Nutrition*, 20, 281–298. (You can will find this reading on Canvas.)
2. Saslow, E. (November 11, 2013). [Too much of too little](#). *The Washington Post*.
3. Chilton, M. & Rabinowich, J. (2012). [Toxic stress and child hunger over the life course: Three case studies](#). *Journal of Applied Research on Children: Informing Policy for Children at Risk*.
4. United States Department of Agriculture (2009). [Access to affordable and nutritious food: Measuring and understanding food deserts and their consequences: Report to Congress](#).

5. *Video (documentary film): A Place at the Table* (2013). Free to stream on Amazon Prime or can be rented for \$3.99 http://www.amazon.com/Place-Table-Watch-While-Theaters/dp/B00BN4ZF98/ref=sr_1_1?s=instant-video&ie=UTF8&qid=1387381124&sr=1-1&keywords=a+place+at+the+table

Guest Speaker:

Mariana Chilton, Associate Professor, School of Public Health, Drexel University, and Director, Center for Hunger Free Communities

1. [Mariana Chilton Bio](#)
2. [Center for Hunger Free Communities](#)

7. February 25 – Intervening to Combat Food Insecurity: A Local Non-Profit Launches a New Social Enterprise

Required Readings & Videos:

1. Moyers, Bill. 2013, October 24. [Video report: An oasis in a food dessert.](#)
2. Clines, F. 2013, November 23. [An oasis of groceries.](#) *New York Times*.
3. Lubrano, A. (2014, July 5). [Executive director of Philabundance resigns.](#) *Philly.com*.
4. Owens, C. (2014, October 23). [Nation's first non-profit supermarket is picking up steam.](#) *Next City*.

Leadership Case Study and Guest Speaker:

Bill Clark, Wharton alum, and former President and Executive Director, Philabundance

1. [Fare and Square](#)
2. [Philabundance](#)

8. March 4 – Intervening to Combat Food Insecurity: Choosing to Lead – Non-Profit or For-Profit?

Required Readings & Videos:

About Patty Stonesifer, and Martha's Table

1. Dowd, M. (2013, June 1). [She's getting her boots dirty.](#) *The New York Times*.
2. Hendrix, S. (2013, January 29). [Patty Stonesifer, former CEO of Grates Foundation, to lead D.C. food pantry.](#)

About Kristen Richmond, and Revolution Foods

1. Video: [Can Revolution Foods become a \\$1B company?](#) *Bloomberg TV* (3:36)

2. Honigman, B. (2014, March 17). [How one company created healthy school meals that follow students home](#). *Forbes*
3. Pothering, J. (2014, September 15). [Revolution Foods: Healthier food for healthier students](#). *ImpactAlpha*
4. Strom, S. 2013, August 21. [Lunchables, the lunchbox king, faces a rival vowing higher-quality fare](#). *New York Times*.

Leadership Case Studies and Guest Speakers:

Patty Stonesifer, CEO and Director, Martha's Table

1. [Martha's Table](#)
2. [Patty Stonesifer's bio](#)
3. [Patty Stonesifer on Wikipedia](#)

Kristin Groos Richmond, Co-Founder and CEO, Revolution Foods

1. [Revolution Foods](#)

March 11 – No Class: Spring Break

9. March 18 – Intervening to Combat Food Insecurity: The Social Impact of Radical Hospitality

Required Reading & Video:

1. Ramunno, W. G. (2014, October 9). [Fried chicken, donuts, and a big idea for attacking poverty](#). *Fast Company*.
2. VIDEO: CBS News (2013, December 19). [Restaurateur Danny Meyer on “the power of hospitality.”](#)

Leadership Case Study and Guest Speaker

Bill Golderer, Founding Pastor and Convenor, Broad Street Ministry

1. [Bio](#)

SECTION 3: BARRIERS TO POST-SECONDARY EDUCATION

10. March 25 – Ways of Knowing: Towards an Understanding of Barriers to Admission into and Completion of Post-Secondary Education

At this point in the course, we shift our attention to understanding barriers to post-secondary education. As above, we continue our examination of different ways of knowing as we examine the nature, prevalence, and consequences of barriers to post-secondary education.

Required Readings & Videos:

1. Perna, L. W. & Thomas, S. L. (2006, July). [A framework for reducing the college success gap and promoting success for all](#): Commissioned report for the National Symposium on Postsecondary Student Success.
2. Rampell, C. (June 12, 2013). Data reveal a rise in college degrees among Americans. *The New York Times*.
3. Radford, A. W. 2013, September 16. [“No point in applying”: Why poor students are missing at top colleges](#). *The Atlantic*.
4. Perez-Pena, R. (July 30, 2013). Efforts to recruit poor students lag at some elite colleges. *The New York Times*.
5. Hoxby, C. & Turner, S. (June 2013). [Informing students about their college options: A proposal for broadening the expanding college opportunities project](#). Brookings: The Hamilton Project.
6. Carey, K. (September/October 2013). America’s best community colleges 2013. *The Washington Monthly*
7. DeParle, J. (December 22, 2012). [For poor, leap to college often ends in hard fall](#). *The New York Times*.
8. Reginal, T. (July 30, 2013). [Reflections on the road to Yale](#). *The New York Times*.

Guest Speaker:

Professor Laura Perna, Higher Education Division of the Graduate School of Education at the University of Pennsylvania.

1. [Bio](#)

11. April 1 - Intervening to Overcome Barriers to Post-Secondary Education

TO BE DECIDED

12. April 8 – Intervening to Overcome Barriers to Post-Secondary Education: A Public-Private Approach to College Preparation

Required Readings & Videos:

1. Video: [How the SEED school is changing lives – 60 Minutes](#) (2010)
2. Jones, M. (2009, September). [The inner-city prep school experience](#). *New York Times Magazine*.
3. Hopkinson, N. (2004, June 30). [SEED’s Harvest](#). *Washington Post*.
4. Curto, V. E., & Fryer, R. G. (2012). [The potential of urban boarding schools for the poor: Evidence from SEED](#).

5. Pillow, T. (2014, December 15). [Public boarding school plants seeds of hope, high expectations. redefined: the new definition of public education.](#)
6. Nishi, D. (2014, October 25). [How to define success for yourself.](#) Wall Street Journal.

Leadership Case Study and Guest Speaker:

Eric Adler, Co-Founder, The SEED Foundation and SEED Schools (Wharton MBA alum)

1. [Bio](#)
2. [SEED Foundation and SEED Schools](#)

13. April 15 – Barriers to Post-Secondary Education: An Innovative, Venture-Backed Approach to Increase College Completion Among Low-Income Students

Required Readings & Videos:

1. Overly, S. (2013, February 17). [The Download: D.C. education technology start-up Quad Learning tackles college affordability.](#) Washington Post.
2. Buss, D. (2013, June 5). [Whole Foods opens in Detroit, but don't get maudlin over it.](#) *Forbes*.
3. Badger, E. (2014, November 14). [Why Whole Foods is moving into one of the poorest neighborhoods in Chicago.](#) *Washington Post*.
4. McMillan, T. (2014, November 19). [Can Whole Foods change the way poor people eat?](#) *Slate*.
5. Subramanian, C. (2013, September 19). [Whole Foods stretches low income strategy.](#) *Time*.

Leadership Case Study and Guest Speaker:

Phil Bronner, CEO and Co-Founder, Quad Learning and American Honors

1. [Bio](#)
2. [American Honors](#)

Walter Robb, Co-CEO, Whole Foods

1. Strauss, M. (2011, November 4). [Walter Robb: Whole Foods CEO on growing a grocer organically.](#) *The Globe and Mail*.

14. April 22 – Wrapping Up: Reflections and Lessons Learned