Simulation: Purpose-Profit

Medium
Online discussion board

Relevant for classes at the following levels
- Undergraduate
- Graduate
- Executive education

Relevant for class in
- Business & Society
- Sustainability
- Strategic Management

Objectives
At the end of this exercise, students should be able to
- Understand the tensions of profit and purpose in for-profit businesses/social enterprises
- Identify your own assumptions as a decision maker balancing purpose and profits
- Consider actions and decisions for navigating the tensions of purpose and profits

Discussion Prompts
Each of you will play a simulation from Financial Times called "Purpose-Profit Trade-off". Click here to access the simulation. You can play as many times as you like. Your discussion post needs to take into consideration all your tries and answer the following in 500-750 words. Refer to the Discussion Rubric to formulate your response.

1. Describe your final results. Take a screenshot and paste an image of your final results.
2. Describe what criteria you used to make your decisions. For example, you chose to adopt long-term thinking even if it meant making expensive choices in the short-term; or that you decided to follow a balanced strategy where each choice you made balanced outcomes in the near term with that in the future. Provide examples of how the criteria you adopted influenced your decisions.
3. Did you change these criteria from one play of the simulation to anther? Why or why not?
4. Based on the final results, what would you do differently if you were to play the simulation again? What would you keep the same?
5. List two takeaways that you can apply to the social enterprise you are building in this class.

Response Prompts
Read and respond to at least one other student's post. In your response, suggest what could the student do differently to get a more balanced result.
Your response should be within 150-200 words. Refer to the Discussion Rubric to formulate your response.

Optional Reading
[How Senior Leaders Sustain Social and Business Objectives Simultaneously](#)

Discussion Post Rubric

Criteria	Excellent 5 points	Proficient/ Acceptable 4 points	Needs Improvement 3 points	Unsatisfactory 2 points	Score
Assignment Specific Grading Items	Assignment questions and required items are addressed comprehensively, accurately and specifically. Offers strong support for arguments or points. (i.e.,. 1 post, atleast 2 responses)	Most questions and requirements are addressed accurately and specifically. Support for arguments or points may be weak. (i.e., 1 post, atleast 2 responses)	Missing answersto questions or doesn't address many requirements. Support for arguments or points is weak. (i.e., 1 post, lessthan 2 responses)	Does not address questions or requirements, or attempts are largely inaccurate. (i.e., 0-1 post, less than 2 responses)	/ 5
Writing & Clarity	Answers are clear, well-written and free of grammatical and spelling mistakes. No errors in APA style. Scholarly style. Cites all data obtained from other sources. APA citation style is used in both text and/or bibliography.	Answers are clear, a few small grammatical and spelling mistakes. Rare errors in APA style that donot detract from the paper. Scholarly style. Cites most data obtained from other sources.	Answers are clear but there are many spellingand grammatical mistakes. Errors in APA style are noticeable. Cites some data obtained from other sources. Citation style is either inconsistent orincorrect.	Answers are unclear or difficult to understand, and/or there are many spelling and grammatical mistakes. Errors in APA style detracts substantially from the paper. Word choice is informal in tone.Does not cite sources.	/ 5

Critical Analysis (Understanding of Topic)	Writing displays an excellent understanding of the required readings and underlying concepts including correct use of terminology. Integrates lectures, readings, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points.	Writing repeats and summarizes basic, correct information, but does not apply lectures, readings, or relevant research or specific real-life applications	Writing shows little or no evidence that class lectures and readings were understood. Writings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.	Writing lacks evidence of critical analysis, and poor use of supportive evidence.	/ 5
Participationin the Learning Community	Posts actively stimulate and sustain further discussion by building on peers' responses, including building a focused argument, asking a new related question, or making an oppositional statement supported by personal experience related research.	Posts contribute to ongoing conversations as evidenced by making agreeing statements with few or no references to relevant research.	Posts do not contribute to ongoing conversations. Replies to other students are missing. If at least two replies were required, only one was presented, or thereplies given contained little substance.	Does not post, or posts on the last day of the module which leaves no opportunity for peer responses.	/ 5