

## SEMESTER AT SEA COURSE SYLLABUS

**Voyage: Spring 2013**

**Discipline: Business/Commerce**

**SEMS 3500-112: Sustainable Global Entrepreneurship: Business Solutions to Global Challenges**

**Upper Division**

**Faculty Name: George Kembel**

**Pre-requisites: none**

### **COURSE DESCRIPTION**

This is a design centric course for entrepreneurial students interested in investigating and understanding how our world is adapting to solve the greatest social and environmental challenges of this century. We will begin by studying the scope and the intricacies of such global issues as poverty, lack of access to healthcare, environmental degradation, and malnutrition. Although understanding these issues will be paramount to the success of this course, the class is ultimately intended to be a solutions oriented and we will quickly turn our attention to how the merger of design thinking and for-profit business models can effectively address the needs of the over 2 Billion individuals who live at the “base of the pyramid.” The course will leverage the creative expertise of the Founder of Stanford’s D-School, George Kembel, matched with the startup experience of the Unreasonable Institute’s Founder, Daniel Epstein. As we set sail around the world, will also have a rare opportunity to investigate the business models of entrepreneurs who will join us on the Spring 2013 voyage as they work to expand their solutions into new international markets. You will be challenged to perform consulting projects and primary research on these companies throughout the voyage. Ultimately, we believe this course will be the most challenging and time intensive course you can enroll for on the ship, but if you are willing to seize this opportunity, it will be a world-class opportunity to work with innovators and entrepreneurs at the bleeding edge of global trends.

### **COURSE OBJECTIVES**

#### **CONTENT**

1. To investigate entrepreneurial and market based solutions to the greatest social and environmental challenges of our time.
2. To deconstruct and reconstruct enterprise based strategies for serving markets at the “bottom of the pyramid.”
3. To understand the design-thinking process and how it can be applied to expanding companies internationally and into new markets.
4. To apply the lessons and skills you learn in this class via a consulting project with real-world enterprises as they expand into new international markets.

#### **SKILLS**

1. Strengthen critical thinking, design thinking, and analytical skills in an entrepreneurial setting
2. Through primary research and experience, develop consulting skills for international businesses
3. Strengthen your capacity to create solutions to significant social and environmental challenges
4. Learn the skill of working within interdisciplinary teams in a high-stakes environment

#### **REQUIRED TEXTBOOKS**

**AUTHOR: Hartigan, Pamela**

**TITLE: *The Power of Unreasonable People***

**PUBLISHER: Harvard Business School Publishing**

**ISBN #:**

**DATE/EDITION: 2008**

**COST: \$16**

**AUTHOR: C.K. Prahalad**

**TITLE: *Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits***

**PUBLISHER: Pearson Education, Inc.**

**ISBN #:**

**DATE/EDITION: 2010**

**COST: \$11**

**AUTHOR: Peter Simms**

**TITLE: *Little Bets: How Breakthrough Ideas Emerge from Small Discoveries***

**PUBLISHER: Free Press**

**ISBN #:**

**DATE/EDITION: 2011**

**COST: \$14**

**AUTHOR: Guy Kawasaki**

**TITLE: *The Art of the Start***

**PUBLISHER: Penguin Group**

**ISBN #:**

**DATE/EDITION: 2004**

**COST: \$12**

#### **TOPICAL OUTLINE OF COURSE**

#### **ACADEMIC SESSIONS**

- 1 - The Scope of Global Poverty and Investigating Non- Market Based Approaches  
First 2 Chapters from C.K. Prahalad's , Fortune at the Bottom of the Pyramid 2010  
First 2 Chapters from Chapters from Hartigan's, Power of Unreasonable People 2010

Select “Case-Study Entrepreneurs” will present the problems they are working to effectively address

2 – Design Thinking and how to solve problems and function within interdisciplinary teams with it  
Selected Chapters from Simms, Little Bets: How Breakthrough Ideas Emerge from Small Discoveries  
Select “Case-Study Entrepreneurs” will present the story behind how they identified the solution they now work on

3 - Corporate Approaches to Alleviating Global Poverty (Social Entrepreneurs)

Selected Chapters from C.K. Prahalad’s , Fortune at the Bottom of the Pyramid 2010

Selected Chapters from Hartigan’s, Power of Unreasonable People 2010

Selected Chapters from Guy Kawasaki’s, The Art of the Start

Select “Case-Study Entrepreneurs” will present their business model / impact achieved to date

### **CONSULTING PROJECT**

The “Case-Study Entrepreneurs” and their teams who will be traveling with the voyage will present to the class of students, pitch their business models, and go into a deep dive of their current business strategy with the students.

Students will divide into teams of 3-5 and pair up with a “Case-Study Entrepreneur” and during the course of the voyage spend 10-20 hours with the entrepreneur with the purpose of:

1. Understanding their business
2. Understanding their challenges and opportunities
3. Understanding their strategy to scale their venture

As a team, students will present the summary of those bulleted items in a short "preliminary presentation" to the class. The class will have the opportunity to discuss each venture with the team and leverage design thinking to think through the challenges and opportunities of each venture’s current situation.

Teams will then create strategies in the role as interdisciplinary consultants and present their recommendations in the form of a final written report and a presentation to the “Case-Study Entrepreneur” they have teamed up with and the entire class.

### **SPECIAL PROJCT (to be researched prior to joining the ship)**

Today, billions of people’s lives are threatened daily by malnutrition, abject poverty, environmental degradation, violence, lack of access to healthcare...etc. There are over 2 Billion people who live on less than 2 dollars a day, another billion without access to clean drinking water, and we are living in a world today where a preventable disease, like diarrhea, is killing 2.3 Million children under the age of 5 annually. In a developed country such as the United States we are partially insulated from many of the

issues that plague the global south but in an interconnected 21<sup>st</sup> century, U.S. Students need to develop an internationally aware and empathetic response to these issues. Although we cannot be expected to know every ailment and challenge we face in the 21<sup>st</sup> century, we ought to work to investigate and work bring ourselves up-to-speed in some key areas.

I am suggesting nine issues that I think we all could benefit from knowing more about. You will team up with two other students to make a 10 min (max) report to the class on an assigned day (below). I encourage you to talk to me about your assigned topic to understand some of the aspects that I hope you will cover and I will try to give you some ideas on how to get started.

The presentation should give a summary of the issue, practical implications for our world, recent developments, if any, that seek to address the issue and the success of those efforts.

I would like each presentation to end with “The question of the day is ....?” and I would like a one-page summary of your report delivered to me the day you present.

1. Food Security and sharp world food price increases over past five years
2. Predictions of shortages of fresh water in the U.S. and the developing world
3. Peak Oil and our increased reliance on Fossil Fuels
4. Desertification predictions, esp. the Sahel
5. Examine current standings of Shelter in emerging markets and the challenges currently faced
6. Current state of education globally
7. An investigation of healthcare for preventable diseases in developing world markets
8. The future of Mauritius, Venice, Bangladesh, The Netherlands with rising sea levels
9. State of woman globally: education, violence, rights, work-force...etc
10. Summation of current geo-political conflicts and genocides taking place in the world today

#### **FIELD LAB (MANDATORY) – Cape Town, South Africa**

- Date & Time: March 25, 2013.
- Port: Cape Town, South Africa
- IMPORTANT: Attendance is mandatory for all students

A unique learning experience that brings together SAS students with adolescent girls living in poverty in South Africa by giving SAS students the opportunity to put into action their learning so far during the Sustainable Global Entrepreneurship course in a real world context. The workshop will utilize the design thinking methodology students have learned throughout the semester while exposing them to real work challenges that girls in South Africa face on a daily basis.

The Field Lab will be delivered in partnership with Nike Foundation + Praekelt– an innovative youth focused organization that has proven success in delivering empowering solutions to young people through their mobile phone platform ‘Young Africa Live’.

Objectives:

1. Create an opportunity for students to put into practice their learning in a real world context
2. Introduce students to realities for young people living in poverty in South Africa
3. Utilize design-thinking methodology studied in the course with real-world problems

## **FIELD ASSIGNMENTS**

Students will reflect their experiences in a reflection paper due two days after leaving South Africa. This two-three page paper should summarize the key-learnings and takeaways from your participation in the field lab in South Africa. You should talk specifically about the design of the events, what was effective, what wasn't effective, and how, if you were to host an event like this again, you would do it better. Furthermore, we want to know how, if you were to participate in an event like this together, what you would have done differently to make it more efficacious.

## **FINAL WRITTEN ESSAY**

Students will write a 3-5 page essay due during finals week. This paper should synthesize knowledge gained about social issues facing the world, the prospects for sustainable business solutions, what was learned by spending time with the entrepreneurs, and during field labs. More information will be given during the course to guide your thinking on this paper.

## **METHODS OF EVALUATION / GRADING RUBRIC**

**CLASS ATTENDANCE and PARTICIPATION POLICY:**

Note that class attendance is a necessary, but not sufficient, condition for a satisfactory grade for class participation. Active participation is required in the class and on the field lab. I evaluate participation on both quantity and quality. Indications of quality participation include: expanding on an argument already presented, relating material to other material previously covered, arguing an unpopular position, redirecting a line of discussion, actively participating and leading design workshops, questioning theoretical or practical implications. You will be expected to incorporate your in-field experiences during your field lab and other travels into your written project report and your reflective essay.

**PERFORMANCE EVALUATION:**

- Special Topic Presentation 15%
- Preliminary Project Presentation 15%

- Final Project Presentation 10%
- Final Written Project Report 20%
- Final Reflective Essay 20%
- Class and Field Lab Participation 20%

#### HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."

Session	Date	En route to	Activity	Readings
A1	1/11	Hilo, HI	<ol style="list-style-type: none"> <li>1. Introduction to class</li> <li>2. Brief Introduction to the Unreasonable Institute and Design Thinking</li> </ol>	C.K. Prahalad, Chapter 1  Simms, Chapter 1
A2	1/13	"	<ol style="list-style-type: none"> <li>1. 5 "unreasonable entrepreneurs" present the challenge they are working to solve</li> </ol>	C.K. Prahalad, Chapter 2  Simms, Chapter 2
A3	1/17	Japan	<ol style="list-style-type: none"> <li>1. 5 "unreasonable entrepreneurs" present the challenge they are working to solve</li> </ol>	Hartigan, Chapter 1 and 2  Simms, Chapter 3
A4	1/19	"	<ol style="list-style-type: none"> <li>1. The art of the start "how entrepreneurs start their companies"</li> <li>2. 3 "unreasonable entrepreneurs" present their story of launching</li> </ol>	Hartigan, Chapter 3  Kawasaki, Chapter 1 and 2
A5	1/23	"	<ol style="list-style-type: none"> <li>1. The art of the start "how entrepreneurs start their</li> </ol>	Hartigan, Chapter 4

			<p>companies”</p> <p>2. 5 “unreasonable entrepreneurs” present their story of launching</p>	Kawasaki, Chapter 3 and 4
A6	1/25	“	<p>1. Business Models in Emerging Markets (what works)</p> <p>2. 5 “unreasonable entrepreneurs” present their business models and we deconstruct them</p>	<p>- Prahalad, C.K. and A. Hammond, “Serving the World’s Poor, Profitably,” <i>Harvard Business Review</i>, 80/9 (September 2002).</p> <p>- Karnani, Aneel. “The Mirage of Marketing to the Bottom of the Pyramid,” <i>California Management Review</i>, 2007.</p> <p>- Porter, Michael and Mark R. Kramer "Strategy and Society: The Link Between Competitive Advantage and Corporate Social Responsibility" <i>Harvard Business Review</i>, (September 2006) R0612D-PDF-ENG</p>
A7	2/01	China	<p>1. Design Thinking &amp; Team Dynamics</p> <p>2. Divide up into consulting teams</p>	<p>Simms, Chapter 4,5, and 6</p> <p>Business plan for venture you are consulting for</p>
A8	2/09	Vietnam	<p>1. Special Topic Presentation #1: Food Insecurity &amp; Famine</p> <p>2. Serving the Base of the Pyramid</p>	<p>C.K. Prahalad, Chapter 3,4</p> <p>Simms, Chapter 7</p> <p>Prahalad Case Study, The Annapurna Salt Story</p>
A9	2/11	“	<p>1. Special Topic Presentation #2: The fresh water crisis</p> <p>2. Leverage Design Thinking and business modeling to identify solutions</p>	<p>C.K. Prahalad, Chapter 5</p> <p>Simms, Chapter 8</p> <p>Prahalad Case Study, The EID Parry Story</p>
A10	2/20	Singapore	<p>1. Special Topic Presentation #3: Peak Oil</p> <p>2. Leverage Design Thinking and business modeling to identify solutions</p>	<p>Simms, Chapter 9</p> <p>Prahalad Case Study, Innovations in Energy</p>

A11	2/28	Cochin, India	<ol style="list-style-type: none"> <li>1. Special Topic Presentation #4: Desertification</li> <li>2. Leverage Design Thinking and business modeling to identify solutions</li> </ol>	<p>Simms, Chapter 10</p> <p>Prahalad Case Study, The ITC e-Choupal Story</p>
A12	3/02	“	<ol style="list-style-type: none"> <li>1. Special Topic Presentation #5: Shelter Globally</li> <li>2. Leverage Design Thinking and business modeling to identify solutions</li> </ol>	<p>Prahalad Case Study, CEMEX: Innovation in Housing for the Poor</p>
<b>A13</b>	3/10	Port Lewis, Mauritius	<ol style="list-style-type: none"> <li>1. Special Topic Presentation #6: Education Globally</li> <li>2. Leverage Design Thinking and business modeling to identify solutions</li> </ol>	<p>Prahalad Case Study, ICICI Bank: Innovations in Finance</p>
A14	3/13	“	<ol style="list-style-type: none"> <li>1. Special Topic Presentation #7: Global Healthcare</li> <li>2. Leverage Design Thinking and business modeling to identify solutions</li> </ol>	<p>Prahalad Case Study, Hindustan Lever Limited</p> <p>Prahalad Case Study, The Aravind Eye Care System</p> <p>Prahalad Case Study, Jaipur Foot</p>
A15	3/15	“	<ol style="list-style-type: none"> <li>1. Special Topic Presentation #8: Rising Sea Levels</li> <li>2. Leverage Design Thinking and business modeling to identify solutions</li> </ol>	<p>The Bornstein book includes many chapter-length examples, which can be used as cases. In addition, there are many sections that consolidate lessons learned. I think it has enough material to fill these days, especially given that students are working on their consulting projects. I haven't parsed out the assignments for each day because I haven't actually finished the book.)</p>
A16	3/18	Cape Town, S.A.	<ol style="list-style-type: none"> <li>1. Special Topic Presentation #9: Women's Rights</li> <li>2. Leverage Design Thinking and business modeling to identify solutions</li> </ol>	



A17	3/21	“	<ol style="list-style-type: none"> <li>1. Special Topic Presentation #10: Geo-Political War &amp; Genocide</li> <li>2. Leverage Design Thinking and business modeling to identify solutions</li> </ol>	
A18	3/29	Accra, Ghana	Teams 1 and 2 present consulting brief on status of the venture they are following	Hartigan, Chapter 5
A19	3/31	“	Teams 2 and 3 present consulting brief on status of the venture they are following	Hartigan, Chapter 6
A20	4/03	“	Teams 3 and 4 present consulting brief on status of the venture they are following	Hartigan, Chapter 7
A21	4/09	Casablanca	An Examination and conversation around scale	Case Study: International Development Enterprises – scales to 20 million people
A22	4/11	“	Final Project Reports and Presentations (1)	
A23	4/14	“	Final Project Reports and Presentations (2)	
A24	4/22	Barcelona, Spain	Final Exam Day	