

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: Commerce

SEMS 3500-112: Sustainable Global Entrepreneurship

Upper Division

Faculty Name: Christine Mahoney

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 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 two billion individuals who live at the “base of the pyramid.” You will be introduced to innovative non-profit models with earned revenue streams, for-profit models, benefit corporations, social businesses, hybrid models, and impact investing, as well as the role public policy plays in creating a social entrepreneurial ecosystem and scaling up great ideas. As we set sail around the world, we will have a rare opportunity to investigate the business models of entrepreneurs who we will visit in port as they work to expand their solutions into new international markets.

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 to develop a social business concept of your own.

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

TITLE: The Power of Unreasonable People

AUTHOR: John Elkington and Pamela Hartigan

PUBLISHER: Harvard Business School Publishing ISBN #: 1-4221-0406-0

DATE/EDITION: 2008

COST: \$16

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

AUTHOR: C.K. Prahalad

PUBLISHER: Pearson Education, Inc.

ISBN #: 0-13-700927-5

DATE/EDITION: 2010 **COST:** \$11

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

AUTHOR: Peter Simms

PUBLISHER: Free Press

ISBN #: 1-4391-7043-6

DATE/EDITION: 2011 **COST:** \$14

TITLE: The Art of the Start

AUTHOR: Guy Kawasaki

PUBLISHER: Penguin Group

ISBN #: 1-59184-056-2

DATE/EDITION: 2004 **COST:** \$12

TOPICAL OUTLINE OF COURSE

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

*Teams will present the problem they seek to address.

2. Design Thinking and how to solve problems and function within interdisciplinary

teams. -Selected Chapters from Sims, Little Bets: How Breakthrough Ideas Emerge

from Small Discoveries. 2011

3. Market-based 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. 2004

*Teams will present their business model / impact metrics/ serial experimentation plan.

MAJOR PROJECTS

1. PICK A PROBLEM, Any Problem (- and then devise a Solution at the end of the Semester!)

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 21st 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 21st century, we ought to work to investigate and work bring ourselves up-to-speed in some key areas.

Pick a problem that you personally care deeply about. You will team up with 3-4 other students interested in the same topic area to make a 8 min (max) report to the class on an assigned day. Any topic or problem of global significance is fine, but if suggestions would help, here are some possible topics:

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 conditions of Shelter in emerging markets and the challenges
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. Current geo-political conflicts and genocides taking place in the world today

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.

The problem you chose to focus on will then be the problem you are seeking to address with your final Social Business Concept that you will pitch and turn a group business plan in for at the end of the semester.

2. DESIGN THINKING PROJECTS

We will tackle four major problems collectively (in addition to the project you select to focus on for your major group project) by applying the Design Thinking process throughout the semester. Each challenge will give you the opportunity to practice and hone your Design Thinking skills [Empathize – Define – Ideate – Prototype - Test]. Each week to two-week Design Challenge will end with a presentation of your team's solution/concept in an in-class Demo and a 1 page written description:

1. WATER - Water Conservation/ Environmental Conservation
2. SMALL BIZ - Small business/ micro-finance/ economic empowerment (**no presentation or paper for this challenge, we'll have two guest speakers)
3. EDUCATION - Access to education
4. TRAFFICKING - Human trafficking/ Modern Day Slavery

3. FIELD LAB (MANDATORY) – Accra, Ghana

Date & Time: April 10, 2014. 1pm – 9pm. Port: Accra, Ghana

IMPORTANT: Attendance is mandatory for all students

We will visit one of the most prolific centers for innovation and entrepreneurship in technology in Ghana - Hub Accra and engage in a design-thinking workshop with entrepreneurs that are part of incubator.

The goal is to expose all the students in this course to the local tech and startup culture in Ghana, to have you gain hands-on experience with problem solving with real world entrepreneurs and understand the importance of networking.

Students will reflect their experiences in a reflection **paper** due two days after leaving Ghana. This 2 to 3 page paper should summarize the key-insights and takeaways from your participation in the field lab in Ghana. You should talk specifically about the challenge the entrepreneur you were paired with was tackling, prototypes you brainstormed to address that challenge, and any insights you had through talking with a real life entrepreneur that is working to build value for their customers in a developing country.

4. FINAL SOCIAL BUSINESS PLAN

Student teams will write a 10-page business plan for a social business concept aimed at the problem they identified at the beginning of class that they care deeply about – this final business plan is due during finals week.

5. PITCH

To launch a social business start-up you need to sell your idea – to customers, investors, partners and employees. They need to buy-in to your concept. The 10-minute pitch is an opportunity to efficiently convey who you are and your vision.

EVERY PORT FIELD ASSIGNMENTS

While in each port in each country keep your eyes out for innovative social businesses, organizations or market-based solutions to social problems. Write a few

sentences down about what you've observed. Be ready to discuss. There will also be a number of non-required field trips you are welcome to sign up for – noted below.

Specifically I'll ask you to:

1. Keep your eye out for environmental and conservation issues and water issues in **Japan**.
2. Keep your eye out for small businesses and how they work, what do they sell, what are the prices? How do they get capital to get started - in **China** and **Vietnam [KIVA TRIP]**.
3. Keep your eye out for education and schools, how do they work, do the kids wear uniforms? Are they private or public? Are girls and boys going in equal number? – in **Burma** and **India [GURU-G TRIP]**.
4. Keep your eye out for the conditions that might allow for human trafficking & modern day slavery – children alone? Poverty? Lack of resources to take care of children? – in **South Africa [Township TRIP]** and **Ghana [City of Refuge TRIP]**

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:

- 15% Design Thinking Project presentations and 1 page descriptions
(each worth 5% - 1. Water, 2. Education, 3. Human Trafficking)
- 20% Field Lab Write Up (2-3 pages)
- 30% Final Social Business Plan (10 pages)
- 15% Final Social Business Pitch (10 minutes)
- 20% Class and Field Lab Participation

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.

Day	Date	En route to	Topic/ Activity	Readings/ Assignments
A1	12-Jan	Hilo	Intro & Intro to Design Thinking I	C.K. Prahalad, Chapter 1 & Simms, Chapter 1
A2	14-Jan	Hilo	Intro to Design Thinking II	C.K. Prahalad, Chapter 2 & Simms, Chapter 2
A3	16-Jan	Hilo	Empathy & Mindfulness *Presentation of problems 1-3	Hartigan, Chapter 1 and 2
A4	19-Jan	Japan	WATER - Intro Empathy *Presentation of problems 4-6	Hartigan, Chapter 3 & Kawasaki, Chapter 1
A5	22-Jan	Japan	WATER - Intro Prototype - Peg Barratt Guest Demo on a Solar Cooker	Hartigan, Chapter 4 & Kawasaki, Chapter 2
A6	25-Jan	Japan	WATER - Prototype Check In & Business Models in Emerging Markets *Presentation of problems 7-10	Kawasaki, Chapter 3 & 4
A7	27-Jan	Japan	WATER Project DUE	Simms, Chapter 4,5, and 6 *Write up on Water Concept DUE
A8	4-Feb	China	SMALL BIZ - Serving the Base of the Pyramid	C.K. Prahalad, Chapter 3,4 & Simms, Chapter 7
A9	12-Feb	Vietnam	SMALL BIZ - Leverage Design Thinking and business modeling to identify solutions to the problem you are working on	C.K. Prahalad, Chapter 5 & Simms, Chapter 8
A10	20-Feb	Singapore	SMALL BIZ - Assessing Feasibility & Building a Business Model - Guest: Tommy Knapp	Simms, Chapter 9 & Prahalad Case Study, Jaipur Foot
A11	24-Feb	Burma	SMALL BIZ - Micro-loans and micro-financing - Guest: Jessica Jackley	Simms, Chapter 10 & Prahalad Case Study, The ITC e- Choupal Story
A12	5-Mar	India	EDUCATION - Serial Experimentation & Pivoting	Prahalad Case Study, Jaipur Rugs
A13	7-Mar	India	EDUCATION - Metrics - Measuring Success & Failure	Prahalad Case Study, ICICI Bank: Innovations in Finance
A14	15-Mar	Mauritius	Check In - Mindfulness, Self Care, PROGRESS on FINAL PROJECT	Prahalad Case Study, Hindustan Lever Limited

A15	18-Mar	Mauritius	EDUCATION - Impact Investing	Prahalad Case Study, CEMEX: Innovation in Housing for the Poor
A16	20-Mar	Mauritius	EDUCATION Project DUE	*Write up on Education Project DUE
A17	23-Mar	South Africa	HUMAN TRAFFICKING/MODERN DAY SLAVERY documentary	Prahalad Case Study, The Aravind Eye Care System
A18	26-Mar	South Africa	TRAFFICKING documentary & discussion	
A19	3-Apr	Ghana	Social Business Concept Development - Who is your customer?	Hartigan, Chapter 5
A20	5-Apr	Ghana	Guest: Jeff Steitz - Founder of Serengetee	Hartigan, Chapter 6
A21	8-Apr	Ghana	Social Business Concept Development - Who is your competition?	*Field Lab Reflection DUE
A22	15-Apr	Morocco	TRAFFICKING debrief & Field Lab debrief	Hartigan, Chapter 7
A23	14-Apr	Morocco	Social Business Concept Development - What is your revenue & growth model?	*Write up on Human Trafficking Projects DUE
A24	20-Apr	Morocco	Final Business Plans & Pitches (1)	
A25	28-Apr	England	Final Business Plans & Pitches (2)	*Final Business Plans DUE