

## **GIM Social Impact Syllabus**

Winter 2018

January 14

January 20/21

February 17/18

& April 8 (TBC)

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Office hours: January 20 and February 17 from 12-1pm; or by appointment

## Course Description and Objectives

Global Initiatives in Management (GIM) Social Impact is a course designed to provide students with a broad introduction to the unique opportunities and challenges of designing and analyzing business models – either for-profit or not-for-profit – that create positive societal or environmental impact. During the course, students will gain broad exposure to a variety of organizations around the world that have deliberately designed their organization for social impact and will analyze how and where financial return is compatible with social return.

In addition, students will have the opportunity to look in-depth at the social challenges and market opportunities in one region: East Africa. Students will work in teams on research projects that analyze one business sector in depth and develop a market landscape analysis. The class will travel to Arusha, Tanzania, and Nairobi, Kenya, during spring break in March to conduct field research and interviews and meet leading social impact organizations.

East Africa is emerging as a global hub for innovation around social impact and impact investing. The region has been of interest to both conventional and socially-motivated investors because of the comparatively stable business environment it offers, with democratically elected governments, low inflation and steady growth. Almost \$10 billion has been invested in the region, half of which has gone into Kenya, where Nairobi has become a hub for impact investing in the region. Yet Kenya is also one of the most unequal countries in the region, with 42% of its population living below the poverty line, and has faced serious challenges with food insecurity due to drought and a growing population of refugees from Somalia and South Sudan. Rwanda has made a remarkable recovery since the genocide in 1994, and the country, while small, is considered one of the most stable and promising in the East African region.

## GIM Program Objectives

The GIM Program enables Kellogg students to:

- Gain an understanding of the economic, political, social, and culture characteristics of a country or region outside the United States.
- Learn about key business trends, industries, and sectors in a country or region outside the United States.
- Conduct international business research on a sector of interest.
- Further develop teamwork and leadership skills.

## Attendance Policy

Due to the nature of the GIM program, attendance for all GIM classes is mandatory, as is participation in the two-week field trip. Attendance on the first day of class is also mandatory. If a student misses more than one class throughout the term, one letter grade will be deducted from his or her final grade. Exceptions may be made by the faculty member in cases of extreme circumstances.

## Role of the In-Country Advisor & Traveling Faculty

Throughout your GIM trip, you will be accompanied by an in-country advisor, Debbie Kraus, Director of Global Study Programs at Kellogg. The in-country advisor is responsible for the planning, integrity, and quality of the in-country experience. Among other logistical roles during the trip, she will be assessing each student's level of participation during the plenary meetings and will be assigning 15% of the students' overall grade. Students will also be accompanied by Prof. Ameet Morjaria, whose research focuses on East Africa, and who will support students in their in-country learning.

## Kellogg Honor Code

The students of the Kellogg School of Management regard honesty and integrity as qualities essential to the practice and profession of management. The purpose of the Kellogg Honor Code is to promote these qualities so that each student can fully develop his or her individual potential. Upon admission, each student makes an agreement with his or her fellow students to abide by the Kellogg Honor Code. Students who violate the Kellogg Honor Code violate this agreement and must accept the sanction(s) imposed by the Kellogg community.

The Kellogg Honor Code is administered by students and is based on the concept of self-government. The efficacy of such a student-administered honor code is dependent upon a high degree of dedication to the ideals of honesty, integrity and equal opportunity reflected by the code. The Kellogg Honor Code requires that each student act with integrity in all Kellogg activities and that each student hold his or her peers to the same standard. In agreeing to abide by the code, the Kellogg students also agree to report suspected violations. By not tolerating lapses in honesty and integrity, the Kellogg community affirms the importance of these values.

## Course Materials

Thurow, Roger. *The Last Hunger Season: A Year in an African Farm Community on the Brink of Change*.

Course reading packet.

## Course Schedule and Assignments

<b>Webinar #1</b>	<b>November 28, 2017 (5-6:00pm central)</b>
<i>Topics:</i>	Class expectations & travel logistics

<b>Pre-Class #2</b>	<b>January 14, 2018 (4:30-6:00pm central) – Allen Center</b>
<i>Topics:</i>	Class kick-off Class project discussion & project group formation
<i>Assignment:</i>	Review syllabus Complete pre-course survey

<b>Class #1</b>	<b>January 20, 2018 (1-6pm central) – Allen Center</b>
<i>Topics:</i>	Introductions and Spectrum of Social Impact Measurement & Metrics Sustainability & Scale
<i>Assignments:</i>	Two-page overview of an organization working in your sector of interest  Video: <a href="#">TED Talk by Ernesto Sirolli</a> Video: <a href="#">How we can make the world a better place by 2030</a>  <u>Overview Reading:</u> <ul style="list-style-type: none"> <li>• <a href="#">Charity and Investment Should Work Together</a></li> <li>• <a href="#">A Decade of Outcome-Oriented Philanthropy</a></li> <li>• <a href="#">The Fortune at the Bottom of the Pyramid</a></li> <li>• The Social Enterprise Spectrum (course packet)</li> <li>• <a href="#">Sustainable Development Goals</a></li> <li>• <a href="#">Universality and the SDGs: A Business Perspective, Sections 2.1-2.3, pp. 16-30</a></li> </ul>

	<p>Measurement and Scalability Reading:</p> <ul style="list-style-type: none"> <li>• SSIR: <a href="#">10 Years of Performance Measurement</a></li> <li>• <a href="#">Mulago Foundation: Rigorous Yet Realistic Measurement</a></li> <li>• <a href="#">The Big Push Back</a></li> <li>• <a href="#">Go Big or Go Home: Investing in Scalable Solutions</a></li> <li>• SSIR: <a href="#">Ensuring that Scaling What Works Actually Works</a></li> <li>• <a href="#">The Face of Poverty</a></li> </ul>
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<b>Class #2</b>	<b>January 21, 2018 (9:00-12:00pm central) - Allen Center</b>
<i>Topics:</i>	Introduction to Kenya & Rwanda Corporate Impact Strategy
<i>Speaker:</i>	TBD
<i>Assignments:</i>	<p>Audio: <a href="#">WBEZ 'Cecil the Lion' and conservation</a></p> <p>Africa reading:</p> <ul style="list-style-type: none"> <li>• <a href="#">Doing Business in Kenya</a></li> <li>• <a href="#">Landscape for Impact Investing in Africa: Kenya</a></li> <li>• <a href="#">Rwanda: A Development Model?</a></li> <li>• <a href="#">The Global Elite's Favorite Strongman</a></li> <li>• <a href="#">Landscape for Impact Investing in Africa: Rwanda</a></li> </ul> <p>Corporate Impact Reading: (both articles on Study.net)</p> <ul style="list-style-type: none"> <li>• The Hidden Pitfalls of Inclusive Innovation</li> <li>• Making Better Investments at the Base of the Pyramid</li> </ul>

<b>Group Check- In</b>	<b>Schedule time between February 5-16, 2018</b>
<i>Topics:</i>	Project update and trip planning
<i>Assignments</i>	<p>Draft of sector overview presentation</p> <p>Select a subsector as focus of project</p> <p>Draft of in-country plan (target meetings)</p> <p>Summary of 3-5 interviews for background research</p>

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Class #3	February 17, 2018 (1:00-6:00pm central)
<i>Topics:</i>	<p>Overview of Impact Investing &amp; Investing Simulation            Impact Business Models            One Acre Fund Case Discussion</p>
<i>Speaker:</i>	TBD
<i>Assignments:</i>	<p>Video: <a href="#">Putting Smallholder Farmers First in the Fight to End Hunger</a></p> <p>Thurow, Roger. <i>The Last Hunger Season: A Year in an African Farm Community on the Brink of Change.</i></p> <p>Case: Prepare business model canvas for <b>One Acre Fund</b></p> <p>Impact Investing Reading:</p> <ul style="list-style-type: none"> <li>• <a href="#">Social Impact Investing Will Be the New Venture Capital</a></li> <li>• <a href="#">Learning from Silicon Valley</a></li> <li>• <a href="#">Frontier Capital: Early Stage Investing for Financial Returns and Social Impact in Emerging Markets</a></li> <li>• <a href="#">‘Not just for profit – but for survival’</a></li> <li>• <a href="#">Achieving the Sustainable Development Goals: The Role of Impact Investing</a></li> <li>• <a href="#">The Trouble With Impact Investing, Part 1</a></li> <li>• <a href="#">The Trouble With Impact Investing, Part 2</a></li> <li>• <a href="#">The Trouble With Impact Investing, Part 3</a></li> </ul> <p>One Acre Fund reading:</p> <ul style="list-style-type: none"> <li>• <a href="#">Business Model Canvas video</a> &amp; <a href="#">Business Model Canvas Explained</a></li> <li>• <a href="#">Scale innovations</a></li> <li>• <a href="#">Driving financial sustainability</a></li> <li>• Failure white papers: <a href="#">Ghana pilot</a> and <a href="#">Uganda pilot</a></li> <li>• <a href="#">One Acre Fund 2015 Annual Report</a></li> <li>• SSIR: <a href="#">Social Good = Scale x Impact</a></li> <li>• SSIR: <a href="#">When Less Impact Per Client = Greater Impact</a></li> </ul>

<b>Class #4</b>	<b>February 18, 2018 (9:00-12:00pm central) - Allen Center</b>
<i>Topics:</i>	Student sector presentations Impact Investing: Impact, Sustainability and Scale
<i>Speaker:</i>	TBD
<i>Assignments:</i>	Sector presentations by project teams

<b>Webinar #2</b>	<b>March 4, 2018 (5:00-6:00pm central)</b>
<i>Topics:</i>	Trip preparation
<i>Assignments:</i>	Submit in-country plan

<b>In-Country Field Research - March 20<sup>th</sup> – March 29<sup>th</sup></b>	
<b>In-country team check-ins - March 27/28</b>	

<b>Final Class</b>	<b>April 8, 2018 (1:00-3:30 - tentative)</b>
<i>Topics:</i>	Trip debrief & student final project presentations
<i>Assignments:</i>	Submit final projects by noon central Submit personal reflection paper by noon central

## In-Country Academics

Students are reminded that GIM is first and foremost an academic program. 15% of your overall grade will be based on your participation in the plenary meetings and engagement in other activities as assessed by the in-country advisor. In order to achieve a high grade, students are expected to not only attend all plenary meetings, but to be actively engaged during the meetings and other learning opportunities in country.

## Assessment

<b>Team Project &amp; Individual Assignment</b>	<b>70%</b>
Background Research Presentation	10%
In-Country Research Plan	10%
In-Class Presentation	20%
Individual Reflections Paper	15%
Peer Evaluation	15%
<b>Participation</b>	<b>30%</b>
In-Class Participation (attendance, discussion, engagement)	15%
In-Country Participation (plenary meetings; determined by GIM advisor)	15%



## GIM Research Projects

The core of the GIM Social Impact class is an independent research project. The students begin secondary research on their topic during the winter quarter, incorporating perspectives from the class readings and speakers. While in-country, students will spend considerable time speaking with resident experts and potential customers, gathering local data from the field. *Students must conduct interviews for their projects in every city that they visit throughout the trip.*

### *Project Deliverables*

- **Background Research Review and Presentation (10%)** – Before departing for the in-country portion of the class, the team must submit a review examining secondary information relevant to the project in Kenya. This review may serve as a first draft of the background section of the final project report.
- **In-Country Plan (10%)** – This is a detailed matrix of five or more investigative research meetings arranged in country. The best plans will include day/time/location of meeting; name/description of organization; name/title/bio of interviewee; agenda and interview guide for each meeting.
- **In-Class Final Presentation (20%)** – During the final class, the project group will make a presentation in class on their industry sector. Groups should hand in a detailed, powerpoint presentation with full citations as their final deliverable for the project.
- **Peer Evaluation (15%)** – Each member within the project group will assess every other member's contributions to the project, including their own, with a confidential peer review form that takes into account each member's intellectual contribution, initiative and organization, workload contribution and overall contribution. Additionally the class will assess the contributions of each team to their overall learning and experience of the course.

### *Individual Assignment*

- In addition to the group project, each student will turn in a 3-5 page personal reflection paper after the trip, due at the final class. Grades will be based upon:
  - The level of synthesis between class and in-country learning
  - Engaging, insightful and relevant thinking
  - Applicability of insights to professional interests
  - Overall quality and organization of writing