
MIT Sloan School of Management
15.389C Global Entrepreneurship Lab: Global Health Delivery
SYLLABUS

Fall H2 2008 (27 October-10 December), IAP 2009, Spring H1 2009 (2 February-11 March)
Section C: Mondays and Wednesdays, 4:00-5:30pm, E51-145, MIT

Instructors

Simon Johnson,
Ronald A Kurtz Prof of Entrepreneurship
E52-562 sjohnson@mit.edu 617.290.9618

Anjali Sastry,
Senior Lecturer
E53-329 sastry@mit.edu 617.253.0965

Course team

Jeffrey Shames,
Executive in Residence
E53-421 jshames@mit.edu 617.253.6033

John Lyneis,
Teaching assistant
E53-358 jlyneis@mit.edu 617.253.8094

Maria May,
Global Health Delivery
Maria_May@hms.harvard.edu 617.432.7125

Vanya Pasheva,
Teaching assistant, spring
vanya@sloan.mit.edu

Shiba Nemat-Nasser,
Course assistant
E53-360 shiba@mit.edu 617.253.4050

Jonathan Lehrich,
Manager, Special Projects and Lecturer
E53-418 jlehrich@mit.edu 617.253.601

Course website

Stellar: <http://stellar.mit.edu/S/course/15/fa08/15.389c/>
Public blog at globalhealth.mit.edu

Private ; login via MIT certificate
(available soon)

Course overview

This year, a new version of Global Entrepreneurship Lab tackles the challenges of delivering health care in Africa. Student teams address pressing real-world problems, preparing an initial study and then working on the ground with local partners to create practical improvements. Students learn by doing, and the entire G-Lab GHD community gains insight into needs, effective practice, and opportunities in the emerging field of global health delivery.

We developed the new class in close collaboration with key partners. At MIT, we work closely with colleagues Jeff Shames, Erika Wagner, Richard Locke and the rest of the G-Lab team. At Harvard, experts from Harvard University's Global Health Delivery Project, including Dr. Jim Yong Kim and Dr. Rebecca Weintraub, are the inspiration and source of vital information and ideas. This course would not be feasible without the efforts of Harvard's Maria May and her colleagues. She and other Global Health Delivery experts will join many of our class sessions. We've also benefited from the advice and insights of MIT colleagues and alumni as well as global health experts in the US and internationally, some of whom will participate in the course at various points in its five-month span. We consider the class a unique opportunity to connect classroom learning with tractable, intellectually stimulating, and professionally relevant real-world projects.

G-Lab GHD class projects address challenges of delivering health care in resource-poor settings where systems for delivering health care may be fragmented and under-developed and information management, logistics, process design, business development, or workforce management may need to be customized or redesigned. Students work closely with hosts to scope practical projects that address their needs in planning for scale-up, redesigning practices or processes to improve hospital or clinic efficiency, or exploring potential business opportunities.

Course design

The class begins in October with students quickly starting their collaboration with hosts and faculty to design, plan, and research their work.

Each student team travels to Africa in January for an intensive 3- to 4-week team project internship at its host site, culminating in a presentation to their senior management.

Back at MIT from early February through mid-March, students complete their reports and learn from their own and others' experiences, as well as experts, via interactive exercises and discussions.

G-Lab has four specific goals:

- 1) To familiarize students with the issues and challenges facing people who attempt to deliver high quality health care in low income countries.
- 2) To provide students with an intensive internship experience working in a "global" health care delivery system.
- 3) To familiarize students with the power of informal networks and the importance of leveraging MIT-related and other networks while working globally. In addition to helping you deliver a better product to your hosts, learning to use a rich set of informal networks effectively is a powerful personal resource as well.
- 4) To offer high-quality advice. We would like MIT Sloan to become the first place that global projects look to for advice and help. This is an important goal for you, for MIT, and for future MIT students.

Course expectations

G-Lab is both course and collaboration: a partnership between MIT Sloan, our local partners, and entrepreneurial leaders facing real global health delivery challenges throughout the world. MIT and Sloan's reputations are very much at stake here. Future students will only get this kind of opportunity if G-Lab continues to provide value to everyone involved.

Please note that faculty and other advisors to the course have devoted considerable time and resources in finding appropriate projects. This includes assessing whether there is a good fit between what you can contribute and what the projects need. As a result, both sides have invested heavily in this relationship.

Please regard everything we ask you to do as a work assignment (i.e., as if from an employer) and not simply a course requirement. Everything in this course is designed to help you work effectively with your projects. There is no make-work or irrelevant material; all of the requirements have been designed solely to help you and your team be effective. If you need more content on any issue, talk with us and we will make sure you get what you need, as quickly and easily as possible. Moreover, if there is anything that you do not understand about the course structure and requirements, please speak with the faculty.

Course requirements

Requirements for the course and the contribution of each towards your final grade are as follows.

Component	Individual vs. Team	Contribution to Final Grade	Deadline
Personal assignments	Individual	10%	
- Preparation: link the class themes to your study of management			7 November
- Reflection: on the entire experience and course*			9 March
Class contributions			
- Personal participation, based on your personal contributions to the class	Individual	15%	Ongoing, throughout the course
- Speaker introduction, reflection, and documentation linking a chosen class topic to project themes* or slot in March class debate	Team	15%	Selected February and March dates (sign up in Spring)
Project plan <i>action log: Plan</i> ♦	Team	15%	
- Project application			31 October
- Project plan: map, context, and motivation			draft, 17 November
Updates and checks <i>action log: Do</i> ♦	Team	not graded separately, but informs overall project evaluation	update online weekly; show in faculty mentor meetings; turn in, 11 March
- Document project implementation via update log and impact checks			
Project results for hosts <i>action log: Deliver</i> ♦	Team	30%	
- Interim study			draft, 5 December
- Final deliverable for host, including presentation, materials for hosts			turn in, February
Distilled learning from project <i>action log: Deliver</i> ♦	Team	15%	
- Poster for G-Lab Day*			9 February
- Mini-manual; mini-case + policy discussion; or longitudinal video package *			4 March

* These course requirements are designed to be shared with other students and the wider community, and so may be posted on the web, once appropriately cleared.

♦ These requirements are integrated into a single team **action learning log** that will guide your entire project.

Course requirements are described in more detail below.

1) ***Personal assignments***

These are individual assignments, to be done on your own, not with your team. For the first of these, you'll prepare a three-page (750-word) statement of your aspirations, predictions, and intentions, explaining what you expect to get out of the class, and how you think it relates to your studies and your career. Tell us why you think this course is relevant to management. This assignment will be graded pass, pass plus, or fail, in which case we'll ask you to redo it.

For the second personal assignment, we expect a three-page statement explaining what you make of your experience in the class and how it relates to your study of management (and other things). Relate your reflections here to your initial personal preparation assignment, to show us how the two are connected. Also prepare a "blurb" from this statement to be shared with others: a 200-word statement that gives an overview of your personal reflection and describes one key insight.

2) ***Personal Participation***

Participation in class, small-group interactions, and faculty mentor meetings, combined with feedback from your hosts, accounts for 15 percent of the grade. We cold-call students.

Attendance at and preparation for every class is expected. Please talk to us if you need to miss a class, making sure to include an email to the TA as part of the record. We are willing to consider reasonable explanations in advance for why you can't attend class, but **each unexplained absence reduces your grade by 5 percent. Missing 3 classes, breakout sessions, or group meetings during class hours with faculty or outside advisors constitutes AUTOMATIC FAILURE of the course.**

For every class you miss, please make sure you do the following:

- talk to a classmate who did attend class, and **get detailed notes and a debriefing** from them, by the end of the next day; *and*
- by the following Sunday, **post a 300-word comment on the class blog** in response to any of the postings therein, or generate your own post linked to class themes. Your post or comment needs to demonstrate what you have learned and to include a reference to a news story, site, or class reading.

There will also be an intra-team evaluation at the end of IAP. In other words, you get to say who did the work.

We are very much hoping to make the most of our shared resources for this class for future students in G-Lab and elsewhere, so will also consider your contributions to our shared body of knowledge (such as via links and references shared via our social bookmarking sites; more info on this to come). We also ask you to upload photographs to *flickr* with the tag **ghdatmit** (with a Creative Commons copyright, if at all possible).

3) ***Team Contributions to the Class***

In the spring, you'll sign up for a slot involving a guest speaker in our class. Your team will have the choice of preparing for and introducing a guest speaker or reflecting on their input and integrating it with ideas from the course. There is also the opportunity to present before some of our guests. In all cases you will **prepare a blog post to be shared on the public site**, and in it we'll expect you to link to a reading or other content from the speaker or the speaker's organization as well as to course themes or to your own project experience.

NOTE: we've integrated the remaining assignments into a single framework, the Action Learning Log. We'll hand out copies of this manual in the second week of class, and you'll see how the assignments fit together and build on each other. Taken together, the elements of the

manual guide you through planning, carrying out the work, and delivering the results and distilling insights. Hence the three segments: **PLAN, DO, DELIVER**.

4) **Project Plan**

We are posting the list of potential hosts and projects on our stellar site. Each team will have a faculty member as its advisor for all aspects of the project. It is your team's responsibility, however, to negotiate and manage all aspects of the Project Plan and the project.

After your team has been matched with a host, you will make contact, begin building the relationship, and discuss the project with them. Based on those discussions, your team will create a detailed workplan outlining the project scope, deliverables and milestones. Examples of past workplans may be found on the Stellar site. You will also develop some background research into the setting and context of your project and its motivation.

Your team will submit the Project Plan in hard copy and as a Stellar upload on **17 November** for faculty review and also upload it to the Stellar site. Once your faculty advisor has given you feedback, you will incorporate the feedback into a revised Project Plan and obtain your host's sign-off on the workplan segment by **25 November**.

5) **Weekly updates and impact checks**

Once your team gets going, you'll prepare and post weekly updates to your own private team Stellar site (only your team, faculty, and TAs have access to it), to serve as a convenient log of your actions. This requirement is designed to help you make the most of your experience, not to add extra burdens to you. We'll share sample formats for this simple, brief update and describe how it is linked to the project plan and deliverables.

At several milestone moments during the course, you'll check in with others to see if your overall plan still makes sense. At these key check-ins, you'll have a chance to discuss the question: will our project have the impact we think it should? Use your faculty meetings for such discussions, as well the class sessions right before you leave, the email interaction with TA and faculty mentor at the start of your second week on site, and in a class session right after you return (9 February).

Your weekly updates will appear in your team blog, of course, but we are also asking you to print out copies every week and insert them into your binder for review during faculty meetings and at other points. For the impact checks, we'll give you forms to jot down notes in the class sessions or mentoring meetings, so that you can have these records for your manual.

Hand in the entire action learning log in March, and faculty will use it in their overall assessment of your team's final products, but it is not graded separately.

6) **Interim study**

Your team will undertake key research and analysis on your project during the fall. The main goal of the interim study is to provide a substantive report on your project focus, together with background materials and process notes.

Include the following in this study:

- an overview of the analytical frameworks you are employing
- research and analysis your team has completed while working remotely from MIT
- notes on what you learned from your domain expert meeting in early December
- a summary of the country, industry, and organizational analysis useful to your project
- overview of your team's work to date, in the form of a process summary of activity, benchmarking against your project workplan, and report on overall project status.

Your team will submit the interim study as indicated in the timeline below (December 5). Once your faculty advisor has given you feedback, incorporate the feedback into a revised interim study and submit it to your host project, again following the deadlines in the timeline (December 12).

7) ***On-site team internship and final host deliverable***

The goal of your team project internship is for your team to work professionally on-site with senior management and staff as effective consultants and collaborators. Your team must be all together, on-site, for a minimum of three consecutive weeks (Monday-Friday). As in any professional endeavor, you are to deliver analysis, advice and recommendations that add value, are appropriately tailored to the setting, and are immediately useful to your host project. You will make a formal presentation to your host project at the end of your onsite internship and provide them with supporting written analysis and data as appropriate. Deliver a copy of your end-of-IAP deliverables to your faculty mentor upon your return to MIT (in hard copy and as a Stellar upload). We know that the presentation or other formal deliverable is only part of what you are giving your host—that the work you do with people, with software, physical systems, and other in-person contributions are also part of what you accomplish, and we encourage you to report on this work too in your formal presentation.

Based on your faculty mentor's advice, input from your peers in class, and your own team goals, in February you will finalize the host deliverables into a package to be shared with the hosts and your classmates, as well as the usual delivery to us via hard copy and as a Stellar upload by **20 February 2009**.

8) ***G-Lab Day and March event***

We will hold a major G-Lab event on **Monday, February 9, 2009, 11am-2pm**. This will be open to the entire MIT community and is intended to highlight and publicize your work. Every team must prepare a poster and staff a presentation position during this event. It will be widely advertised and you should expect considerable interest, scrutiny, and questions. Please remember to turn in a hard copy and Stellar upload of your poster as a PDF. Also required is a brief blurb, a capsule summary of your host project. The summary should be 3-4 sentences, no more than 100 words. Samples will be posted on Stellar.

In March 2009, at a time that works best for all, we'll hold a final wrap-up event to which we're inviting Dr. Paul Farmer, Dr. Jim Kim, and several dozen experts who've helped us develop the course and the materials we're exploring. We already have a list of MIT alumni who would like to attend, too. This is your chance to meet others and discuss your project experience in a wider context.

9) ***Distilled Learning from Team Project***

Draw on your team's experience, your interim and final deliverables for your hosts, feedback from peers, faculty, and domain experts as well as your hosts and their colleagues, and, of crucial importance, your own notes, weekly updates, and impact checks to design a **single product that would be most useful to others**. You can choose your audience, but it is likely to include other students and others in similar situations to your hosts. Aim for 20 pages, plus appendices. Choose **one from the following three options**, in consultation with your faculty mentor:

A **mini-manual** that stands on its own, designed to guide people similar to your hosts (or else to guide people likely to be working with an organization similar to your host) in carrying out their own project that is similar to yours. This guide will need to have an introduction, a very practical step-by-step guide, and sections covering issues like what to do if a given step goes wrong or options and alternatives for given steps in the project. Make sure to include

photographs, screen shots, spreadsheets, or other illustrations and products as needed. These can be placed in an appendix as relevant.

A short case, together with policy analysis or causal loop diagram and explanatory note that would help to teach others following in your footsteps about the work that you did, as well as your thoughts about the limitations, constraints, or systems implications of your project. This is a nice way in which to connect your project work with some of the policy issues that affect how much of an impact your project could have at scale.

Video blog package: seven 3-8 minute video segments, together with a title, date, and paragraph setting the context for each video. The TED videos offer an excellent model for well-edited, short but powerful videos. The videos need to cover distinct points in time of your project, and it's fine if a large portion of the content is team members speaking to the camera. We do not expect fancy editing or HD quality. We will provide you with guidelines on ethics, permission seeking, and video format, and may also have funding to cover the purchase of cameras should you need one.

In all cases, we ask you to include the following:

- Permission to share, from stakeholders and sources as appropriate, as well as the Creative Commons license that your team wishes to use;
- A title and blurb summarizing the product, along with contact information for at least one team member that will allow them to be reached in the future (after graduating); and
- An appendix listing resources and tools, together with the information on where to locate them, which you found most useful for your work.

Logistics and teamwork

G-Lab entails extensive team work. You need to build a team with diverse and complementary skills. This is the key to success in your internship. Think carefully about the people you want to work with (and even temporarily live with) and how you will allocate responsibilities within your team. We will help you as much as possible, but ultimately team selection and operation is your responsibility. This activity is not graded directly, but it will have a major effect on your performance throughout the course.

1) Team Formation process

- To facilitate team building, please **post your resumes** in the Team Building site (accessed through Stellar) by Tuesday, October 28. We need your resumes in order to send them to your host project after the match, and you may need them as you form your team.
- On Wednesday, October 29, there will be a **mixer** that starts in class and carries on for an hour after class to give you an opportunity to find or complete your team and to learn more about the projects.
- Please note that most of the questionnaires include a section asking for **required or requested skill sets** or background, including language. As you review questionnaires, bear in mind the requirements that the host projects have laid out. They will carry great weight in the match process.

2) Applying for projects

- Browse the list of potential projects on our class Stellar site, which is private, remembering to treat the materials as confidential.

- The postings consist of questionnaires that have been prepared and submitted by the projects. They contain substantial background information on the projects and the proposed focus for a G-Lab team. Each project is under the supervision of one of the G-Lab faculty; there will also usually be additional project advisors and mentors.
- If you have questions regarding the proposed project, please request that the appropriate faculty or TA contact the host. **You should NOT contact any project until matching is complete.**
- After a thorough review of all projects, your team should begin selecting preferred projects. As noted above, where host projects have laid out skill requirements or requests, faculty give great weight to those requests.
- On your team project application, rank **four** projects in order of preference. You will also submit copies of your resumes, as well as a short persuasive statement summarizing the strengths and merit of your bid requests.
- The match process is confidential, and conducted by the faculty. Their decisions are final. Historically, a high percentage of teams (BUT NOT ALL) are matched with their first or second choice.
- **Dates:** Project applications are due Friday, October 31. These must be filed electronically through Stellar and submitted in hard copy. Results will be announced and emailed by Monday, November 3.

3) Post-match process (teamwork during the fall)

- After the match process is complete, your team will be notified which host project you have been matched with. Your team should send its acceptance of your project immediately by return email. We will then forward your resumes to the host project, and give them the same opportunity to accept your team. As soon as we notify you that your host project has accepted your team, you should set up your initial call and commence work with them.
- Each team will work with a specific faculty member as an advisor to the team on both substantive and procedural issues. Your team will also be supported by your TA. Your team will meet with its advisor periodically over the fall, usually biweekly, to measure and monitor progress. Meetings may be scheduled during designated class time or outside of class.
- While your advisors will remain available to you, your team will own its relationship with the host project, and will be responsible for negotiating and managing all aspects of the work plan and the project, during the fall and IAP.
- Read carefully and follow the time line for deliverables that is in the assignment deadlines table.

4) Travel arrangements

- Please note that **no team has an automatic right to travel** to the internship in January. The internship must be earned through diligent and appropriate presentation. A “go/no go” decision will be made by faculty in December. As in past years, some teams may in fact not travel.
- G-Lab travel is defined as **point-to-point** corresponding to the dates your team will be working on the ground at your project site. G-Lab faculty have negotiated funding that will cover your economy airfare from Boston to the project site back to Boston and safe, clean, housing for the duration of your stay. Some organizations have special arrangements for G-Lab to cover part of the travel expenses – see your faculty mentor for confirmation.

- As part of your workplan, your team and your project host need to agree upon working dates when your entire team is on the ground at the host site. Keep in mind that you may need an extra day to adjust to the new time zone.
- **You** are responsible for paying for any airfare **in excess** of the Boston-Project Site-Boston ticket (and any other expenses) incurred due to your personal itinerary.
- **Key dates for travel:**
 - Airplane tickets should be purchased no later than **Tuesday, November 25, 2008**.
 - Read then return to your TA your completed Student Travel Form (link on Stellar) no later than **Tuesday, December 12, 2008**.
 - Register your trip with US Department of State or similar site offered by your home country, the US Embassy (or Embassy of your home country) in the country/countries of travel, and MIT's SOS service, no later than **Tuesday, December 12, 2008**.

Other important points, including readings and resources

Readings for each session are available on Stellar. Readings are usually posted a week ahead of time. Make sure you're prepared for each class, having read assigned readings and thought about how they relate to the class content and your own project. As you know, case preparation requires you to go beyond simply reading the case—you'll need to reflect on the case and prepare your thoughts. Please plan accordingly.

Some cases will be distributed in hard copy only. **Please respect all copyrights and do not share materials you are asked not to.** Be sure to check Stellar for updates – you are responsible for any required reading posted by 6:00 pm on the evening preceding a class. We will keep last-minute reading to an absolute minimum, but **please make sure to check Stellar the evening before every class.**

A member of the course team will post to our public class blog every Friday. This blog is linked to from the Stellar site, and we urge you to check the blog every week and add your comments. Recall that any students who must miss class will post thoughtful comments or posts there, and that some of our assignments are designed to generate blog posts.

Consider syndicating the blog posts and Stellar changes to your own feed reader or *iGoogle* or *Yahoo* homepage—we can show you how, if need be. This saves you having to remember to go to each place.

We designed G-Lab GHD to make the most of our shared resources for this class for future students in G-Lab and elsewhere. Please **contribute to our shared body of knowledge** (such as, via links and references shared via our social bookmarking sites; more on this to come). We also ask you to upload photographs to *flickr* with the tag **ghdatmit** (with a Creative Commons copyright, if at all possible).

Course Credit

G-Lab is a 12-credit course. You will receive a "T" grade at the end of the Fall semester for the course. This is a continuation grade that appears for MIT administrative purposes. A final grade will be applied at the end of the Spring semester when you have completed all work. You must complete all the work in the fall, IAP and February to receive credit. **Partial credit is not given.**

G-Lab GHD FALL assignment deadlines 2008

Tuesday, 28 October	Post your resume on Team Building site (accessed via Stellar)
Friday, 31 October	Project applications due in HARDCOPY in E53-360 and ELECTRONICALLY on Stellar
Monday, 3 November	Project matches announced by email
Tuesday, 4 November	Commit to a president—and to both your project match and our class (the last day that we encourage students to drop)
Friday, 7 November	Personal preparation assignment due on Stellar
Friday, 7 November	Get your team site working and post initial update announcement
week of 3 November	Immediately follow up with hosts once you are introduced via email
Friday, 14 November	First update to team site
Monday, 17 November	Draft project plan due in HARDCOPY in class to TA and ELECTRONICALLY on Stellar
Wednesday, 19 November	Initial meeting with faculty mentors; send approved workplan to hosts.
Friday, 21 November	Second update to team site
Tuesday, 25 November	Deadline to purchase plane tickets
Tuesday, 25 November	Get feedback from hosts on workplan
Friday, 28 November (or thereabouts)	Third update to team site
Wednesday, 3 December (or thereabouts)	Meet your selected domain expert
Friday, 5 December	Draft interim study due in HARDCOPY in E53-360 and ELECTRONICALLY on Stellar.
Friday, 5 December	Fourth update to team site
week of 8 December	Check in with faculty mentors for feedback on interim study and project progress
Friday, 12 December	Send your approved interim study to hosts
Friday, 12 December	Fifth update to team site
Friday, 12 December	Online registration for US DOS, US Embassy, or similar, plus MIT SOS, completed

G-Lab GHD Initial IAP and SPRING assignment deadlines 2009

first day on site	Sixth update to team site
end of first week on site	Seventh update to team site
start of second week on site	email TA and faculty mentor with progress to date and project news
end of second week on site	Eighth update to team site
end of third week on site	Ninth update to team site
end of January	Nairobi meeting, if feasible (more details to come)
Wednesday, 2 February	First day of class; sign up for guest speaker assignment
Wednesday, 2 February	Submit your end-of-IAP package to your faculty mentor in HARDCOPY and ELECTRONICALLY on Stellar
Monday, 9 February	G-Lab day: Prepare and present poster in midday session. Bring your poster to class and submit ELECTRONICALLY on Stellar.
week of 9 February	Check in with faculty mentor
Friday, 13 February	Tenth update to team site
Friday, 20 February	Final version of deliverable to host submitted to your faculty mentor in HARDCOPY and ELECTRONICALLY on Stellar
Friday, 27 February	Eleventh and final update to team site
Friday, 6 March	Personal reflection due in class in HARDCOPY and ELECTRONICALLY on Stellar
Wednesday, 11 March	Distilled learning from project due in class in HARDCOPY and ELECTRONICALLY on Stellar
other dates	further details to be finalized

First half: Fall schedule of classes and assignments

Before class

Prereading/previewing: choose from options posted on Stellar

Yellow fever shots

Mon. 10/27

Class 1F **Introduction to Global Health Delivery**

Course overview and design

for next class: Major diseases readings (Stellar): Instructions on the Stellar page with the reading links are to guide your preparation.

outside class: Submit resumes (due 9 am, 28 October)

outside class: Start preparing for the project application, due Friday.

Wed. 10/29

Class 2F **Major diseases: An Overview**

Guests: Dr. Asaf Bitton, Dr. Rob Riviello, Dr. Rebecca Weintraub

In-class **networking session**; set up for mixer that follows class

outside class: Mixer immediately after class

outside class: Team formation

outside class: Submit project applications (due noon, 31 October)

for next class: Prepare AMPATH case, to be handed out in class.

Mon. 11/3

Class 3F **Global Health Delivery Models**

Guest: Dr Rebecca Weintraub

Also: Present and explain Action Learning Log

outside class: We announce project matches

outside class: Once teams hear our confirmation from us, immediately contact hosts

for next class: Major diseases top readings (Stellar)

Wed. 11/5

Class 4F **Setting the stage: Context and why it matters**

Guest: Dr. Peter Drobac

outside class: Start working on Project Plan.

outside class: Personal preparation assignment (due noon, 7 November)

for next class: Readings, including one on Smile Train (Stellar)

Mon. 11/10

No class: HOLIDAY

Wed. 11/12

Class 5F **Scaling up**

Example: Smile Train

outside class: Submit draft Project Plan (due noon, 17 November)

for next class: Readings and Aravind mini case (Stellar)

Mon. 11/17

Class 6F Who pays?

Example: Aravind Eye: Why does it work?
outside class: Prepare agenda for faculty meeting

Wed. 11/19

Class 7F No class session: Meet with faculty mentors, go over draft workplan in the meetings: Make the most of the meeting time
outside class: Send (only after faculty discussion) workplan to hosts
for next class: Readings on process improvement, supply chain (Stellar)

Mon. 11/24

Class 8F Improving processes, managing supplies
Example: Scojo; Minute Clinics; CFW Shops
for next class: Grameen Health reading (Stellar)

Wed. 11/26

Class 9F Generating revenue
Example: Grameen Health—revenue for the enterprise, for patients
for next class: BRAC case and prep questions (handed out in class)

Mon. 12/1

Class 10F Putting it all together: the BRAC case
What works? Why?
for next class: Set up domain expert meetings

Wed. 12/3 *class cancelled*

Class 11F Cluster meetings with domain experts
outside class: Submit draft initial study (due noon, 5 December)
for next class: Porter reading (Stellar or handed out)

Mon. 12/8 Note: we may use this class session for team meetings with faculty

Class 12F Delivering value
outside class: Meet with faculty this week for second mentoring discussion
for next class: Readings on projects that do not deliver expected results (Stellar)

Wed. 12/10

Class 13F Failure modes (and avoiding yours)
outside class: Submit (revised) initial study to hosts, and online (due 12 December).

Third half: Preliminary plan for spring sessions

SPRING

Wed. 2/4

Global Health Delivery, revisited: What are the issues?

Prepare poster

Mon 2/9 G-Lab Day

11 am -2 pm Poster session

Mon. 2/9

Action Planning: Design your wrap-up deliverable

Wed. 2/11

Real-world change agents: Learning from trailblazers

Invited: Dr. Richard Cash, Dr. Louise Ivers, Amy Smith

Tue. 2/17

How are health and poverty linked?

Wed. 2/18

Inspirations: Organizational models that work

Invited: Jeff Shames

Mon. 2/23

Improving and learning: Approaches, methods, and information and training needs

Invited: Dr. Atul Gawande

Wed. 2/25

Getting the right workforce and skills

Mon. 3/2

Tools, technology, and the promise of leapfrogging

Invited: Jonathan Jackson

Wed. 3/4

What can we learn from Mexico? (tentative)

Invited: Dr. Julio Frenk

Mon. 3/9

Debate: Is delivering healthcare to the poor fundamentally different from healthcare in other settings?

Invited: Dr. Don Berwick, Dr Jim Kim

Wed. 3/11

Our collective lessons learned and what (we want) to happen next