

MANAGEMENT 858: SUSTAINABILITY AND BUSINESS OPPORTUNITY

SAN FRANCISCO STATE UNIVERSITY
College of Business, Management Department
Spring Semester 2007

Wednesday 2:00 - 4:45 PM Classroom: DTC 553

Instructor: Bruce Paton e-mail: bpaton@sfsu.edu
Office: Rm. 575 DTC Office Office Hours: Wednesday 1-2

Please Note: I also have office hours on the SFSU campus, Tuesday from 2:00 -3:00 and Thursday from 1:00-3:00. You can often reach me by phone then at (415) 338-7012.

The best way to reach me outside of class and office hours is through e-mail. I will be difficult to reach by phone, but I usually check email several times a day.

COURSE OVERVIEW

This course is designed as a seminar on the social dimensions of sustainable business. The specific focus for this seminar will be business opportunities to address problems associated with global poverty. The primary objective is to provide students with the skills to develop proactive business strategies to address needs not met effectively by current business practices.

TEXTS

1. Rangan, V.K., J. A. Quelch, G. Herrero and B. Barton, 2007. Business Solutions for the Global Poor, Jossey Bass.
2. V. Mahajan, K. Banga, 2006. The 86% Solution: How to Succeed in the Biggest Market Opportunity of the 21st Century, Wharton School Publishing.
3. Assorted news articles, business cases, and issue-specific white papers on iLearn.

ON-LINE RESOURCES

We will be active in our use of internet resources. I will expect you to check regularly at <http://www.nextbillion.net/> and <http://www.blinklist.com/bpaton/> for emerging issues and innovations.

WORK TEAMS

You will each be assigned to a 4 or 5 person work team. These teams will work together on group paper assignments, in-class exercises, oral presentations and peer-editing of other teams' papers. We will choose new teams part way through the course.

COURSE REQUIREMENTS

BUSINESS PLAN

The primary writing assignment is a team business plan for an organization designed to address one of the unmet needs discussed in this course. The plan must be turned in electronically, by sending it to me as an email attachment in Word format. The organization may be designed as a for-profit or not-for-profit venture. Each team's business plan will be peer reviewed by another team and revised before being turned in for grading. First Draft due: 4/25, 5 PM, Final Version due: 5/9, 5PM.

PRESENTATIONS

Each team will make 2 PowerPoint presentations in class. The first will examine a current microfinance issue. The second will present the key elements of the team's business plan. Presentations will be evaluated on the quality of the insights provided and the clarity and effectiveness of the presentation.

INNOVATION BRIEFINGS

Each team will help construct and lead part of one or two class sessions. These will take a form mutually agreed upon with me. Innovation briefings will focus on specific innovations related to the course, or relevant dimensions of innovation from other fields.

OTHER RESEARCH ACTIVITIES (SHOW AND TELL)

We will have periodic short assignments related to the scheduled topics. Each of you will be responsible for researching to find relevant materials to address the topic, presenting your findings, and helping lead discussion of the team's findings. These "show and tell" assignments will be posted on iLearn approximately one week before they are due.

QUIZZES

Every semester course evaluations indicate that students would enjoy the course more if their classmates actually did the reading!!! To encourage your preparation and participation, we will have frequent short, unannounced quizzes during the semester. If you miss a quiz, you will not have an opportunity to make it up.

CONTRIBUTION TO CLASSMATES' LEARNING

This class is designed as a process of collective learning and exploration. You will be evaluated on your contributions to this learning and exploration process. Contributions include participating in class discussions, small group exercises, presentations, and online forums, helping on team projects and papers, and helping peer review other teams' papers.

GRADING

An important part of contributing to any endeavor is showing up prepared. Please show up ready to discuss assigned readings and cases. Missing more than three classes will significantly influence your final grade. Please talk with me or send me an email if you miss a class.

Business Plan	30%
Presentations	20%
Innovation Briefings	15%
Other Research Activities	10%
Quizzes	10%
Contribution to Classmates Learning	15%

A = 90-100 = Sustained excellence in meeting course responsibilities. This means reading all assigned readings and cases, participating actively in class discussions, performing at a very high level on written assignments, and contributing actively to your classmates' learning.

B = 80-89 = Good performance, active participation in reading, explorations, and team activities.

C = 70-79 = Performance meets course requirements, but not at the level expected of graduate students.

D = 60-69 = Serious deficiencies in performance.

F = < 60 = Course requirements not met.

OTHER IMPORTANT ISSUES

PLAGIARISM

Plagiarism occurs any time someone represents the work of others as their own. Plagiarism is unacceptable and will result in a 0 for the assignment involved. Any evidence of plagiarism in this course will be referred to the Office of Judicial Affairs for investigation and if appropriate, disciplinary action. This course will require you to rely on the work of others', but you must give appropriate acknowledgement to those responsible for the work you draw upon. If you have any questions about whether you are providing adequate acknowledgement of others' work, please ask me.

DROPPING OR WITHDRAWING FROM THE COURSE

I hope you will stay in this course. But if for any reason you need to leave the course, you will be much better off if you drop it than if you try to withdraw. You can drop by GatorReg during the first four weeks, through Wednesday February 20th without obtaining signatures or approvals from anyone. Dropping is far better than withdrawing. Drops do not appear on your transcript and do not count toward the new limit of three attempts at each core business course, nor will a drop prohibit you from withdrawing from a later section of this course. Withdrawals are permitted only for serious and compelling reasons. In addition, College of Business policy prohibits students from withdrawing from the same course more than once for any reason.

LEARNING OBJECTIVES

I hope this course makes a lasting contribution to your success in business. One to five years after completing this course successfully you should retain skills in at least six areas*.

1. Foundational knowledge and skills. Understand key ideas and perspectives, and apply basic skills.

A. Understand and be able to apply key concepts, including:

- connections between poverty and sustainability,
- unmet needs, microcredit, and “base of the pyramid” businesses.

B. Exercise skill in communications including:

- engaging in constructive dialogue,
- identifying, understanding, and responding to diverse viewpoints,
- presenting analyses and arguments in spoken communications, and
- writing persuasively.

2. Application. Be able to apply knowledge and skills.

A. Design comprehensive business responses to emerging opportunities, and

B. Evaluate the effectiveness of business efforts to address emerging needs, and formulate corrective actions to improve their implementation.

3. Integration. Connect concepts with your own experiences and responsibilities.

A. Understand and articulate your own views on business as an agent of change in the developing world.

B. Understand how issues of poverty and sustainability relate to your own life and work.

4. Human Dimension. Relate concepts to yourself and others.

A. Understand how business efforts to address poverty and sustainability issues have affected peoples’ lives.

B. Think of yourself as a business person who can make a difference through your work in business.

5. Caring. Connect ideas with your own values and interests.

A. Care about the role you play as a business man or woman in meeting real needs in the global community.

6. Learning how to learn. Be able to assemble new ideas and construct new knowledge.

A. Learn how to find information about the business’s role in addressing poverty and sustainability.

B. Learn how to make sense of complex issues surrounding poverty and sustainability.

* These six categories are explained in [Creating Significant Learning Experiences](#) by L.D. Fink, 2003, Jossey Bass, San Francisco.

COURSE OUTLINE

Sustainability, Poverty, and Social Enterprise		
1/30	Poverty and Opportunity Unmet Needs	Reading: A Global Family Portrait (iLearn) Reading: 86% Solution, pgs. xvii-xix and Chapter 1 Reading: Smith, Chapter 1 (iLearn)
2/6	Slums and Business Responses to Poverty	Reading: The Challenge of Slums, Chapter 1 (iLearn) Reading: Slum Ecology (iLearn) Reading: The Fortune at the Bottom of the Pyramid (iLearn) Reading: Sustainability Marketing for the Poorest of the Poor (iLearn) Case: Business Solutions, Chapter 19
2/13	Social Enterprise and New Business Models Controversy at the Base of the Pyramid	Reading: 86% Solution, Chapter 9 Case: Business Solutions, Chapter 13 Reading: Mirage at the Bottom of the Pyramid (iLearn) Reading: Responses to Mirage at the Bottom of the Pyramid (iLearn) Reading: A Base of the Pyramid Perspective on Poverty Alleviation (iLearn)
Serving Unmet Financial Needs		
2/20	Microcredit	Reading: Banker to the Poor, Chapters 4+5 (iLearn) Reading: Microfinance as Business excerpt (iLearn) Reading: Beyond Lending (iLearn) Case: Business Solutions, Chapter 29 Case: Voices of the Clients (iLearn)
2/27	Microinsurance, Remittances and Sources of Capital	Reading: 86% Solution, Chapter 3 Reading: Meeting Urgent Needs with Patient Capital (iLearn) Case: Business Solutions, Chapter 6 Reading: Microinsurance Primer – Chapters 1 and 2 (iLearn) Case: AIG Uganda (iLearn)
3/5	Presentations	

Meeting Basic Needs I: Water, Hygiene and Health		
3/12	Clean Water, Health and Hygiene	Reading: The Vast Deficit in sanitation (iLearn) Reading: Eight Reasons for the World to Act on Water and Sanitation (iLearn) Case: KickStart (iLearn) Mini-cases: Hippo Roller, Lifestraw (iLearn) Reading: Business Solutions, Chapter 5 Case: “Forty-nine Thousand Grandmothers” (iLearn)
3/19	Product, Process and Service Innovation for Health	Reading: Business Solutions, Chapter 7 Case: Aravind Eye Care (iLearn) Reading: Malaria – Past and Present (iLearn) Cases: NetMark (iLearn)
3/26	Vacation	
Business Planning		
4/2	Business planning as a process	Reading: Social Venture Business Strategies for Reducing Poverty (iLearn) Reading: Sample Business Plans (iLearn) Worksheets
Meeting Basic Needs II: Shelter, Energy and Mobility		
4/9	Shelter and Energy	Reading: 86% Solution, Chapter 6 Reading: Business Solutions, Chapter 22 Case: Business Solutions, Chapter 14 Reading: Business Solutions, Chapter 8 Case: Fabio Rosa (iLearn)
4/16	Mobility	Reading: 86% Solution, Chapter 2 Case: Whirlwind Wheelchair International (iLearn) (and readings for Digital Divide below)
Information and Communication Technologies		
4/16	The Digital Divide	Reading: 86% Solution, Chapter 7 Case: Business Solutions, Chapter 16

4/23	Digital Dividends, Communication Technologies	Reading: A Framework for Understanding the Digital Divide (iLearn) Minicase: One Laptop Per Child Reading: 86% Solution, Chapter 8 Reading: Cell Phone as Wallet (iLearn) Cases: M-Pesa (iLearn)
Presentations and Business Plans		
4/25	Draft Paper Due	Turn in draft of team business plan (electronically) by 5 PM. I will send a copy to another team for peer review.
4/30	Presentations	
5/5	Peer Review Comments Due	Send peer review comments to team (electronically) by 5 PM. Send copy of comments to me.
5/9	Final Paper Due	Turn in revised team business plan (electronically) by 5 PM
Trade and the BOP		
5/7	Selling into and Trading from BOP Markets	Reading: 86% Solution, Chapters 4 and 5 Cases: BOP Marketing Minicases (iLearn) Reading: 86% Solution, Chapter 9 Case: Honey Bee Network (iLearn) Case: Business Solutions, Chapter 15
Developing Business Capabilities to Serve Unmet Needs		
5/14	Developing Native Capability, Course Conclusion	Reading: Poverty and Inefficiency Traps (iLearn) Reading: Hart, Chapter 8 (iLearn) Reading: 86% Solution, Chapter 10 and conclusion Reading: Profitable Business Models and Market Creation in the Context of Deep Poverty: A Strategic View (iLearn)