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**GSBGEN382:
SOCIAL INNOVATION PRACTICUM:
DESIGNING INTERVENTIONS AND SOCIAL VENTURES FOR OUTSIZED IMPACT**

**COURSE SYLLABUS
SPRING 2020**

1. COURSE DESCRIPTION AND PERSPECTIVE

This course will take the format of an interactive workshop. It will provide students with an opportunity to learn by developing, testing, and refining a new idea or innovative approach that aims to solve a problem or address an unmet need in society.

We will explore in-depth the elements of a successful intervention in the social sector that can achieve outsized impact. This will be achieved through lectures by the instructor on the topics at hand, discussion of illustrative case studies, and class-time in which students will be able to develop their ideas and benefit from guidance and feedback from the instructor, their classmates, and class guests.

Students will work in teams as appropriate. Students that have a pre-conceived idea for a new intervention will be encouraged to recruit others (from the GSB and/or from other disciplines across Stanford) to join their team. A student who does not have an idea but would like to take the course should contact the instructor, who will work to pair that student with a team working on a topic of interest to that student.

Our point of view will be that of the students as the designer of a new intervention and - presuming the intervention proves to be compelling and merits advancement - future founder(s) of a new social venture (nonprofit, for-profit or hybrid). We will incorporate design thinking in our approach, and we will equip students to adopt best practices in market research and evaluation as they iterate and refine their idea with a lens of systems change.

In addition to covering useful conceptual frameworks and tools, we will explore case studies and examples demonstrating how many of today's award-winning social entrepreneurs (both nonprofit and for-profit) designed successful interventions that equipped them to achieve impact at scale. For example, we will learn how the founders of Pratham in India created the sophisticated but highly cost-effective Read India program, which has successfully taught millions of kids to read who otherwise would have remained illiterate. We will learn about Dr. Raj Panjabi's award-winning design of a community health worker program in Liberia that has been so effective that the government has scaled it up across the entire country and it serves as a model for other organizations working in other countries. In addition to nonprofit models, we will learn about some hybrid or for-profit ventures such as Atlas AI. And in addition to examples from developing countries, we will also explore a number of examples of successful interventions in the United States in economic development, education, youth development, and public health, including the Center for Employment Opportunity and Friends of the Children. Speakers from these various organizations will join us as class guests, to not only reflect on their experiences but also to provide feedback on the students' ideas and design process.

We will highlight throughout some of the similarities and differences between the social and business sectors and build on the frameworks the students have learned and are learning in their core courses.

2. COURSE OBJECTIVES

The main objective of this course is to provide a workshop setting that allows you to 1) develop and refine your idea for a new approach or intervention to solve a social problem and 2) determine whether it has the essential requirements for success. Best case, upon completing this class you will possess an excellent, well-developed, well-articulated idea (or hypothesis for a potential solution) that could become the foundation for a new social venture or adopted by an existing social sector organization. Second best case, you will complete the class having learned a great deal about the social sector, acquired tools and a knowledge of useful frameworks to accompany you throughout your career as you engage with identifying unmet needs and developing ideas and solutions to address them but gathered enough feedback and analysis to confidently conclude that your particular idea should not be pursued at this point in time.

Additional objectives of this course are:

- To provide useful knowledge of the social sector and equip you to apply actionable insights that will increase your impact
- To develop an understanding of how the frameworks and concepts of design thinking, strategy, and entrepreneurial studies apply to social innovation and social ventures
- To familiarize you with some of the unique management issues faced by social entrepreneurs
- To reinforce a perspective emphasizing critical analytical thinking, leadership and general management
- To focus your attention on your oral and written communications

3. CONCEPTUAL FRAMEWORK FOR THE COURSE

The sessions of this course will introduce students to the process of developing and refining an idea to address a social problem in a way that achieves outsized impact over time. We will use design thinking with a lens on systems change, and there will be significant emphasis placed on teaching students to conduct effective market research and to iterate their ideas.

The overall framework of the course will be structured around a number of themes:

- Identifying and Understanding a Problem(s).
- Landscape analysis.
- Target population/needs analysis.
- Ideation.
- Designing an intervention, theory of change, value proposition.

- Measurement/evaluation.
- Organizational context and next steps.

4. REQUIRED READING

There are two textbooks for this course, from which we will read selected excerpts. These textbooks are:

Osberg, Sally and Roger Martin. (2015) *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press.

Meehan, William. F. III and Jonker, Kim Starkey. (2017), *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*. Stanford, CA: Stanford University Press.

The required reading is included in the syllabus and is all posted on Canvas.

5. ASSIGNMENTS

The course requires preparation before each class session and completion and submission of regular assignments. Students will be expected to participate during class sessions as well as giving a presentation in the last class.

6. GRADES

The course grade will be comprised of 70 percent assignments and 30 percent class participation.

Attendance at class meetings is critical and each unexcused absence will result in lowering your grade.

- If you do miss a class, you are responsible for finding out what happened from your colleagues.
- **We will assume thorough class preparation and active class participation**, including not only reading the suggested materials but also thinking critically in order to complete the assignments. (If, for some reason, you have been unable to prepare, please tell the professor before class). What you say will be important but so will your verbal clarity and impact, as well as your ability to contribute to a stimulating group discussion as appropriate.
- **Oral and written communications will be important.** I value not only distinctive

critical analytical rigor and insightfulness but also the clarity and impact of your writing and speaking.

7. GENERAL EXPECTATIONS

- Individuals usually get involved in the social sector because of their personal passions and values. You are taking this course as an elective because you have significant social sector leadership experience and/or an interest that might lead you this direction in the future. As a result, we should all bring to the course the enthusiasm, energy, and commitment that are the traits of all successful social sector leaders.
- I am happy to discuss the course, your progress, or another topic of interest of yours.
- Please join by Zoom for every class. Please join on time and stay until the end.
- There will generally be no breaks and we will start and end on time.
- We take the Honor Code seriously. In particular, if in your assignments you draw on sources, be they articles, books, or information provided by nonprofit or other organizations, in print form or from the Internet, it is necessary for you to attribute them, without exception.

8. STUDENTS WITH DOCUMENTED DISABILITIES

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. Unless the student has a temporary disability, Accommodation letters are issued for the entire academic year. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <https://oae.stanford.edu/>.)

9. LECTURER

Kim Starkey Jonker (GSB Lecturer since 2017)

Kim is President and CEO of King Philanthropies and co-author of *Engine of Impact: Essentials of Strategic Leadership for the Nonprofit Sector* (Stanford University Press 2017). Kim brings to this course 25 years of experience as a leader in the private and social sectors, including overseeing grants and impact investments totaling more than \$400 million and authoring or co-

authoring more than 40 articles on topics related to social innovation. Working closely with King Philanthropies' founders, Bob and Dottie King, Kim oversees all aspects of the organization's strategy, operations and grantmaking. She has served as an advisor to a wide range of philanthropists, foundations, and nonprofit organizations on topics such as strategy, impact evaluation, board governance, and organizational effectiveness. Kim is a regular Contributor to *Forbes*. She was executive director of the Henry R. Kravis Prize in Nonprofit Leadership, selecting and recognizing extraordinary leaders and organizations in the nonprofit sector. She also served as a visiting practitioner at the Stanford Center for Philanthropy and Civil Society (PACS). Previously, Kim was a management consultant at McKinsey & Company. She holds an M.B.A from the Stanford Graduate School of Business, a master's degree in economics for development from the University of Oxford, and a master's degree in international relations from the London School of Economics.

Session 1: April 2

YOU! Taking stock of what you bring (passions, skills, etc.) and early brainstorming on how you might have impact

Learning Objective:

The introductory class will be a chance for the professor to get to know you better within the context of your interest in the social sector, as well as a chance for you to think carefully about what you bring to the social sector (especially your passions and interests, skills, and core competencies).

We will reserve time during this class for recruiting. Those who are looking for additional students to join their team will share a bit about their topic/problem of interest with the class in case it might be of interest to others who are looking for a team to join. Students will follow up with each other outside of class to see if there is a fit, and then email to Ahana with status (email address below). All teams should be fully formed by the next class. It is highly recommended that you form or join a team with other students. The more the merrier! Working on a team will make the class more fun; you will likely learn more and push your idea further than if you work solo. That said, if a student has a compelling reason for working independently, then it is fine to do so.

Required Readings:

- Pathways to Impact: Our Approach in Social Innovation Practicum
- Video excerpt of Martin Luther King Jr's speech ["What Is Your Life's Blueprint?" \(3.00-20.15\)](#). Posted by Beacon Press, May 2015. Accessed March 10, 2020
- Papi-Thornton, Daniela. June 2016. [Possible impact careers flow chart](#). "Tackling Heropreneurship" Page 23. Accessed March 10, 2020

Optional Readings:

- Burnett, Bill and Dave Evans. *Designing Your Life: How to Build a Well-Lived, Joyful Life*. New York: Penguin Random House, 2016. Pages 29-40, "Building a Compass" and pages 199-215, "Building a Team."

Assignment:

- Complete, submit on Canvas, and bring to class: Inventory of Your Interests and Skills.
- Make sure that the Spreadsheet of enrolled students is up-to-date regarding your topic/problem of interest, teammates, etc. Please email any updates to Ahana Gunderson agunderson@kingphilanthropies.org

Class Prep Questions:

1. Be prepared to share with the class a summary of your top interests and skills.

2. Are you looking for additional teammates to join your team? If so, be prepared to share your topic/problem of interest with the class in case it might be of interest to others who are looking for a team to join.

Session 2: April 7

Identifying a problem and intro to systems thinking

Learning Objective:

Significant emphasis will be placed at the beginning of the course on understanding a problem of interest to you. What is the unmet need (or gap or pain point) in society that you would like to address? What are the root causes of the problem (vs. symptoms)? What is the “system” that needs to be fixed and what does the ‘map of the system’ look like? How is it broken today and why? What can you learn from existing solutions? Today’s objective is to introduce systems thinking and equip students to begin thinking about the problem on which they would like to focus. (Over the coming weeks, in addition to analysis of existing data and research/synthesis of publicly available literature, students will conduct primary research such as conversations with various stakeholders to gain a deeper understanding of the problem at hand.)

Required Readings:

- Osberg, Sally and Roger Martin. (2015) *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press. Pages 77 – 105, “Understanding the World”
- Kirsch, Vanessa, Jim Bildner, and Jeff Walker. “Why Social Ventures Need Systems Thinking.” Harvard Business Review, July 2016, <https://hbr.org/2016/07/why-social-ventures-need-systems-thinking>. Accessed March 10, 2020

Optional Reading:

- Kim, Daniel H. *Introduction to Systems Thinking*. Pegasus Communications, 1999, <https://thesystemsthinker.com/introduction-to-systems-thinking/>. Accessed March 10, 2020

Assignment:

As a team, draft answers to the class prep questions and submit on Canvas. Be prepared to share/discuss in class.

Class Guests:

Benjamin Fernandes, Founder and CEO, NALA (and GSB alum who took my previous Social Ventures Practicum course)

Class Prep Questions:

1. What is the unmet need (or gap or pain point) in society that you would like to address?
2. What are the root causes of the problem (vs. symptoms)?
3. What is the “system” that needs to be fixed and what does the ‘map of the system look like? How is it broken today and why? What can you learn from existing solutions?

Session 3: April 9

Identifying a problem and intro to systems thinking (continued)

Learning Objective:

With a workshop format during class, students will work on identifying and fleshing out the problem/system that they plan to focus on for the remainder of the course. The Professor, Class Guests and peers will provide feedback as appropriate.

Assignment:

Submit on Canvas and bring to class for discussion a brief written summary of the problem/system that you plan to focus on for the course. Ideally, this summary will be refined and further fleshed out from the draft that you created during the previous session. You will share this with the Class Guest to whom you are assigned and you will continue to iterate based on feedback from the professor, class guests and/or peers during today's workshop.

Class Guests:

Cindy Chen, Director of King Essentials, King Philanthropies

Ed Diener, Chief Operating Officer, King Philanthropies

Ahana Gunderson, Director of Special Projects, King Philanthropies

Beverly Watson, Director of Global Scholars, King Philanthropies

Session 4: April 14

Conducting interviews to begin to understand the problem

Learning Objective:

To more fully understand the problem and system at hand, we will conduct first-person interviews with different actors in the system. These can be interviews with those affected by the problem (end beneficiaries), those working on similar problems in different geographies, other key actors in the system, etc. In class, we will discuss best practice techniques for approaching interviews and survey design (e.g., the pitfall of asking “leading questions”). Using Babban Gona as an example, we will also learn how Kola Masha “apprenticed” himself to the problem and used his unique background and skillset to help develop a successful social enterprise.

Required Readings:

- University of Leicester. “Interviewing for Research - Asking The Questions.” Le.ac.uk, Jan 2015, <https://www.le.ac.uk/emoha/howtointerview/wordpdf/questions.pdf>. Accessed 28 Feb 2020.
- Foote, Willy. “Meet the Nigerian Entrepreneur Depriving Boko Haram of New Recruits.” Forbes.com, May 2018, <https://www.forbes.com/sites/willyfoote/2018/05/30/meet-the-nigerian-entrepreneur-depriving-boko-haram-of-new-recruits/#154c375045b8>. Accessed 28 Feb 2020.
- Storrs, Francis. “The Solution to the Global Food Crisis Might Come from Nigeria.” Harvard Business School, Mar 2014, paragraphs 1-24 (ending with “ ‘It’s been wonderful to see,’ Masha says.”) and paragraphs 37 (beginning with “If Nigeria hopes to regain...” to end. <https://www.alumni.hbs.edu/stories/Pages/story-bulletin.aspx?num=3264>. Accessed 28 Feb 2020.
- Video: [Kola Masha, Farmer Centered Design, SkollWF 2018. Posted by skoll.org, April 2018. Accessed 10 Mar 2020](#)

Optional Reading:

Schade, Amy. “Avoid Leading Questions to Get Better Insights from Participants.” Nielson Norman Group, Dec 2017, <https://www.nngroup.com/articles/leading-questions/>. Accessed 28 Feb 2020.

Assignment:

Submit on Canvas and bring to class the list of people you would like to interview to begin understanding the problem on which you plan to focus. Also submit and bring to class your first draft list of interview questions.

Class Prep Questions:

1. Who do you plan to interview and what is your rationale for selecting those interviewees? How will you incorporate best practice interviewing techniques?

2. Based on the case example of Babban Gona, how did Kola “apprentice” himself to the problem and demonstrate the level of commitment and skills needed to be a successful social entrepreneur? How did he use his unique background and skillset to help develop a successful social enterprise? What else might you do to apprentice yourself to the problem on which you are focused?

Class Guest:

Sally Osberg, former President and CEO of the Skoll Foundation

No Class: April 16

**Conducting interviews to begin to understand the problem
(continued)**

Activity:

Instead of attending class, you will spend time interviewing stakeholders and/or leaders in the social sector (by phone or Zoom) to learn more about the problem on which you are interested in focusing.

Assignment:

Prepare and submit on Canvas a 1-3 page synthesis of what you learned from your interviews and how these learnings shape your understanding of the problem/system on which you are focused.

Session 5: April 21

Understanding and Analyzing the Problem

Learning Objective:

This week, you will learn about three different tools/frameworks to enable deeper understanding of the problem:

- The Impact Gaps Canvas is a tool designed by Oxford University to help articulate the challenge landscape (questions about the problem and its impact as well as what might be holding the current status quo in place) and the solutions landscape (what is already being tried and what has or hasn't worked).
- The Causes Diagram is an alternative approach to breaking down a complex problem by deconstructing all possible causes for a problem; it differentiates causes from effects or symptoms.
- Articulating a Guiding Star and Provisional Near Star for the system you are trying to change may also help you drive more clarity on the problem at hand.

We will also learn from the example of CAMFED, whose leaders founded and grew the organization with a deep understanding of the problems at hand.

Required Readings:

- Papi-Thornton, Daniela. "Impact Gaps Canvas." Oxford Map the System, <http://mapthesystem.sbs.ox.ac.uk/impact-gap-canvas/>. Accessed 11 Dec 2019
- Accompanying video: <http://mapthesystem.sbs.ox.ac.uk/video-using-the-impact-gaps-canvas/> Accessed 12 Dec 2019
- "Causes Diagram." DIY Toolkit, <https://diytoolkit.org/tools/causes-diagram/>. Accessed 12 Dec 2019
- The Omidyar Group. "Systems Practice: Develop a Guiding Star and a Provisional Near Star". <https://docs.kumu.io/content/Workbook-012617.pdf>. Pages 16-18. Accessed 11 Dec 2019.
- Example summary: CAMFED
- Jonker, Kim Starkey. "[Pay-It-Forward Scaling: A Powerful New Approach Exemplified by CAMFED](#)". *Forbes*. 6 Feb 2020. Accessed 10 Mar 2020

Assignment:

Begin filling out the Impact Gaps Canvas and/or Causes diagram to understand the problem on which you plan to focus, landscape of solutions and any gaps. You will likely need to conduct additional research and interview additional stakeholders in order to inform your analysis. Before the next class, you will submit on Canvas your first draft.

Class Guest:

Lucy Lake, CEO of CAMFED

Class Prep Questions:

1. Did you fill out the Impact Gaps Canvas or the Causes Diagram? Was applying this tool a beneficial process for you and if so, why? What additional information would it be helpful for you to obtain in order to further inform and make your analysis more robust?
2. How did CAMFED's deep understanding of the problem lead it to develop an innovative solution that is financially sustainable over the long-term?

Session 6: April 23

Understanding and Analyzing the Problem (continued)

Learning Objective:

This class will be a workshop format in which you will share your first draft of Impact Gaps Canvas and/or Causes Diagram for feedback from the professor and/or class guests or classmates.

Assignment:

Submit on Canvas and bring to class your completed draft of the Impact Gaps Canvas and/or Causes Diagram. Be prepared to share and discuss it with the professor and/or class guests.

Class Guests:

Georgia Levenson Keohane, former Executive Director, Pershing Square Foundation and author of *Social Entrepreneurship for the 21st Century* and *Capital and the Common Good*

Ahana Gunderson, Director of Special Projects, King Philanthropies

Session 7: April 28

Landscape Analysis

Learning Objective:

1. Identify interventions being offered by other actors working in this space
2. Determine the landscape of needs and the landscape of existing interventions
3. Conduct a ‘competitive analysis’
4. Identify the forces that should inform your evaluation of market context

Required Readings:

- Meehan, William. F. III and Jonker, Kim Starkey. (2017), *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*. Stanford, CA: Stanford University Press. Pages 56-62. Summary of Oster’s 6 Forces Model, with example from Eastside Prep
- “Harnessing AI for Global Development” presentation by Victoria Coleman, CEO Atlas AI

Assignment:

Conduct a competitive analysis and submit on Canvas:

- Research alternatives/competitors who are addressing the same/similar problem for the same/similar target population.
 - Are there many?
 - What are the primary similarities or differences? (eg. geography, technology,...)
- Pick 3 of interest
 - what is their logic model / strategy?
 - evaluate their strengths and weaknesses
 - what metrics can you find on their success/impact?
 - what can you learn from them?
 - if you are competitors, what is your competitive advantage?
 - if you could be collaborators, how would a partnership benefit both organizations?
 - if you can build on their success, what changes would you make to the model?
- Why hasn’t this problem been solved? (e.g., lack of scale, geographic differences, no good solution, no funding, market needs are changing, etc.)

Class Guest:

Victoria Coleman, CEO of Atlas AI (for-profit social venture)

Class Prep Questions:

1. What are the interventions being offered by other actors working in your problem space?
2. For the problem that you are focusing on, what is the landscape of needs and the landscape of existing interventions? What are the major takeaways revealed by your ‘competitive analysis’?

3. What are the prevailing forces that inform your evaluation of market context for the problem on which you are focused?
4. What do you observe about the landscape in which Atlas AI operates? Other takeaways?

Session 8: April 30

Target Population / Needs Analysis

Learning Objectives:

1. Learn to identify and define your target population.
2. Dig deeper into the problem or opportunity that you are addressing.
3. Learn to scope the unmet needs that your possible intervention(s) might address.
4. Learn from the inspiring example and approach of Proximity Designs in Myanmar. Proximity has devoted considerable time and effort to better understand its customer and the broader ecosystem around rice cultivation and distribution in Myanmar

Required Readings:

- Osberg, Sally and Roger Martin. (2015) *Getting Beyond Better: How Social Entrepreneurship Works*. Harvard Business Review Press. Pages 107 – 124, “Envisioning a New Future”
- Meixler, Eli. “[‘If I Give You Choice, I’m Showing Respect’: How This Man Uses Design to Help the World’s Poorest Farmers](#),” *Time*, April 1, 2018. Accessed February 28, 2020.
- Proximity Designs and Studio D Radiodurans. *Paddy to Plate*, Research Study 2016. Pages 8, 29, 50-59 (or pages 11, 32 and 53-62 via Adobe page numbering). Accessed February 28, 2020.

Optional Reading:

Mortensen, Ditte. “Stage 1 in the Design Thinking Process: Empathize with Your Users.” *Interaction-design.org*, Feb 2020, <https://www.interaction-design.org/literature/article/stage-1-in-the-design-thinking-process-empathise-with-your-users>. Accessed 10 Mar 2020.

Assignment:

Submit on Canvas and bring to class a first draft of Target Population & Needs Analysis (for the problem you are focusing on):

- Define your target population: age, gender, geography, socio-economic status, skill/capability
- What is the size of your target population?
- What need of theirs are you addressing?
- How do you know it is a need?
- What are related needs? How are they inter-related?

Class Guests:

Jim Taylor, Co-Founder and CEO, Proximity Designs

Class Prep Questions:

1. What further research do you need to understand the target population needs?
 - a. What are your research questions?
 - b. What data do you need?

- c. What would be your data source?
- d. How will you evaluate the data?
- 2. What is compelling to you about Proximity Design's approach to defining its target population and conducting needs analysis?
- 3. Who will you interview instead of attending class next session?

No Class: May 5 Target Population/Needs Analysis (continued)

Learning Objectives:

1. Continue to apply what you have learned about interviewing best practices to learn more about your target population and refine your needs analysis
2. Learn to iterate and refine your target population and needs analysis based upon new learnings, information and feedback

Activity:

Instead of attending class, you will spend time interviewing (by phone or video) stakeholders, experts, and/or leaders in the social sector to discuss the target population and needs that you seek to address. As appropriate, probe with your interviewees about their perspectives about the best way to reach this target population and address these unmet needs.

Assignment:

Submit to the instructor on Canvas a brief synthesis of what you learned from your interview(s) and the implications for your target population / needs analysis. Please include your revised version of target population / needs analysis.

Session 9: May 7

Ideation

Learning Objective:

Based on your understanding of the problem, you will begin to practice generating initial ideas for potential solutions using design thinking tools and drawing on the data and insights from expert interviews and other landscape research. Consider affinity diagramming and/or creating a “beneficiary journey map” that identifies needs, gaps and pain points and brainstorms possible ways to address. As you think about various ideas, how would you evaluate success? Whenever possible at this stage, you will narrow ideas down (convergence), though it is important at this stage not to get fixated on only one idea.

Required Readings:

- IDEO. “Bundle Ideas,” *Design Kit*. <https://www.designkit.org/methods/30>. Accessed February 28, 2020.
- IDEO. “Journey Map,” *Design Kit*. <https://www.designkit.org/methods/63>. Accessed February 28, 2020.
- Weprin, Matthew. “[Design Thinking Methods: Affinity Diagrams](#)” uxdict.io, November 12, 2016. Accessed February 28, 2020.
- Short summary on Pratham’s Early Years work

Optional Reading:

Banerji, Rukmini. “[Lessons from ASER 2019](#)” India Development Review, idronline.org, January 24, 2020. Accessed February 28, 2020.

Assignment:

Begin to develop a handful of your best ideas so far for potential solutions. Put summary of each of these ideas into writing, and for each one explain “how you got there” (e.g. affinity diagramming, beneficiary journey map, etc.) and how you would evaluate strength of idea and success if implemented. Submit on Canvas and be prepared to begin sharing with professor and/or classmates for feedback.

Class Guest:

Azeez Gupta, Head of Strategic Initiatives, Pratham

Session 10: May 12

Ideation (continued)

Learning Objective:

In this class, you will continue learning about the ideation process, including learning to apply tools such as Affinity Diagramming and creating a Beneficiary Journey Map. You will develop and refine a handful of ideas, and you will receive feedback and conduct additional research which will enable you to further sharpen and refine your ideas.

Activity:

This class will be a workshop in which you will continue to share your handful of ideas for potential solutions, obtain feedback from the professor and/or class guests. You will refine those ideas by incorporating any helpful feedback and new insights.

Assignment:

Submit on Canvas and bring to class a written description of your best ideas so far for potential solutions, iterated since the previous class as you have continued to mull, conduct research, edit and revise. For each idea, indicate “how you got there” (e.g. affinity diagramming, beneficiary journey map, etc.) and how you would evaluate strength of idea and success if implemented. Be prepared to continue sharing your ideas with professor and/or class guests for feedback and suggestions.

Class Guests:

- Bernadette Clavier, Executive Director, Center for Social Innovation (CSI), Stanford GSB
- Darius Teter, Executive Director, Stanford Institute for Innovation in Developing Economies (Seed)

Session 11: May 14

Designing an intervention, theory of change, value proposition

Learning Objective:

In this phase, you will design a compelling potential intervention(s) based on evidence of what works and what is needed. (At this stage, you might design multiple intervention hypotheses and theories of change to prevent you from locking down a solution too early before you have conducted extensive field research). What is your theory of change for how impact will happen? Where in the value chain will your intervention have impact? What is your intervention's value proposition to its target customers?

Readings:

- Meehan, William. F. III and Jonker, Kim Starkey. (2017), *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*. Stanford, CA: Stanford University Press. Pages 101- 111. These pages profile the key 'insights' (of Bill Drayton, Roy Prosterman, Vicky Colbert, and Duncan Campbell) that informed the design of critical interventions to address unmet needs, forming the basis of a number of today's successful social ventures (Ashoka, Landesa, Escuela Nueva, and Friends of the Children)
- *Engine of Impact* pages 50 - 56. These pages summarize theory of change and provide examples from the Center for Employment Opportunities (CEO) and Landesa.
- Skok, Michael. "[4 Steps To Building A Compelling Value Proposition.](#)" Forbes.com, June 14, 2013. Accessed Feb 28, 2020.
- Value Proposition Canvas.

Assignment:

- Develop and submit on Canvas a first draft summarizing your intervention(s), with theory of change.
- Develop and submit on Canvas a first draft preliminary value proposition for your innovation. Please include this statement:
 - For (target customers)
 - Who are dissatisfied with (the current alternative)
 - Our product/service is a (new product/service)
 - That provides (key problem-solving capability)
 - Unlike (the alternative)

Class Guests:

Duncan Campbell, founder of Friends of the Children

Class Prep Questions:

1. What were your impressions and reactions as you read about the "insights" that initially formed the ideas that led to the eventual successful social ventures of Ashoka, Landesa, Escuela Nueva and Friends of the Children?

2. How would you summarize the concept of theory of change? Why is it important that your theory of change be informed whenever possible by empirical evidence about what works and insights into behavioral change?
3. Be prepared to share your first draft summary of your possible interventions, theory of change, value proposition.

Session 12: May 19

Designing an intervention, theory of change, value proposition (continued)

Learning Objective:

This class session will provide the opportunity for you to learn to iterate as you hone in on the most important elements of a successful intervention, theory of change and value proposition.

Activity:

This session will be a workshop in which you will continue sharing your design for your intervention, theory of change and value proposition with the professor and class guests for feedback. You will spend time in class working to make further refinements based on feedback and your additional research.

Assignment:

Submit on Canvas and bring to class your first draft summarizing your intervention(s), with theory of change, as well as your first draft preliminary value proposition for your innovation. Also include notes regarding any refinements of these first drafts, based on what you learned in the last class, further research, and feedback. During this class session, you will continue to iterate and refine.

Class Guests:

Cindy Chen, Director of King Essentials, King Philanthropies

Andy Perkins, Associate Director of King Essentials, King Philanthropies

Session 13: May 21

Measurement / evaluation

Learning Objective:

This class session is designed to provide you with helpful background on best practices in measurement and evaluation and to equip you to begin thinking about how you would measure/evaluate the impact of your intervention.

Required Readings:

- Meehan, William. F. III and Jonker, Kim Starkey. (2017), *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*. Stanford, CA: Stanford University Press. Pages 77-100, “Count What Counts”
- Acumen. “The Lean Data Field Guide.” Acumen.org, November 2015, <https://acumen.org/wp-content/uploads/2015/11/Lean-Data-Field-Guide.pdf>. Accessed March 10, 2020
- Summary of Last Mile Health’s evolution in its Measurement and Evaluation efforts over the years

Optional Readings:

- Banerji, Rukmini. “Banerjee and Duflo’s journey with Pratham.” Ideas for India, Nov 2019, <https://www.ideasforindia.in/topics/human-development/banerjee-and-duflo-s-journey-with-pratham.html>. Accessed March 10, 2020

Assignment:

Submit on Canvas and bring to class a summary of how you would approach measuring and evaluating the impact of your proposed intervention(s)

Class Guests:

James Nardella, Chief Program Officer, Last Mile Health

Class Prep Questions:

1. What are best practices for measuring and evaluating the impact of an intervention?
2. What struck you about Last Mile Health’s approach as it has evolved over the years?
3. Recognizing that at the outset you will not be able to adopt “the gold standard” for evaluating the impact of your intervention, how in the early days might you take a quantitative approach to understanding the impact (or potential impact) of your intervention?

Session 14: May 26

Organizational context and next steps

Learning Objective:

In this class, you will begin thinking about possible organizational context for your venture as well as learning to identify the best next steps to push your idea forward.

Required Readings:

- Meehan, William. F. III and Jonker, Kim Starkey. (2017), *Engine of Impact: Essentials of Strategic Leadership in the Nonprofit Sector*. Stanford, CA: Stanford University Press. Pages 144-147
- Starr, Kevin and Hattendorf, Laura. “The Doer and the Payer: A Simple Approach to Scale.” Stanford Social Innovation Review, August 2015, https://ssir.org/articles/entry/the_doe_and_the_payer_a_simple_approach_to_scale. Accessed March 10, 2020

Optional Readings:

- Collins, Jim. *Good To Great And The Social Sectors*. (2005), Harper Collins. Pages 32-33
- “Top-Down and Bottom-Up Unit Economics: The Basics,” 2015. Stanford Case.

Assignment:

Develop answers to Class Prep questions, submit on Canvas, and be prepared to discuss in class. It is advisable to begin working on your presentation to be shared in the last class with our panel of Class Guests.

Class Prep questions:

1. Presuming that your idea/intervention proves to be compelling, what is your early hypothesis about who would be the “doer” and who would be the “payor”?
2. Presuming that your idea/intervention proves to be compelling, what would be the best way to get that intervention into the world?
 - Would it make sense to share your idea/research with an existing organization to see if they might adopt and execute? If so, which one(s)?
 - Or does a new social venture need to be created? If so, what would be the mission? What is your early hypothesis on appropriate structure (for-profit, nonprofit or hybrid)?
3. What are the most important steps you could take to push your idea forward?

Session 15: May 28

Preparing for Presentations to Panel of Class Guests

Learning Objective:

This class will be a workshop in which you will have time and space to further refine your presentations and practice presenting. You will be given feedback from classmates and/or the professor.

Assignment:

Create your powerpoint presentation and talking points for the last class. Topics to include:

- Briefly introduce yourselves
- Summarize:
 - The problem / unmet need, including summary of the system
 - The landscape / target population
 - Ideas for potential solutions
 - Your design of potential Intervention(s) / Innovation(s)
 - Theory of Change, Value Proposition
 - How you might measure / evaluate
 - Organizational context
- Next steps

Additional more specific details of presentation requirements will be posted on Canvas and distributed in class in prior week.

Session 16: June 2

Presentations to Panel of Class Guests

Learning Objective:

This class will provide an opportunity for you to synthesize your learnings and present to a panel of distinguished class guests.

Optional Reading:

+Acumen. “11 Inspiring Examples of Social Entrepreneurs Pitching their Social Ventures”, *plusacumen.org*, August 3, 2018. <https://www.plusacumen.org/journal/11-inspiring-examples-social-entrepreneurs-pitching-their-social-ventures>. Accessed February 28, 2020.

Assignment:

Submit your powerpoint presentation on Canvas.

Share your presentation in the last class with our panel of Class Guests, who will provide helpful feedback on your social innovation.

Class Guests:

A broad panel of Class Guests will join us to listen to student presentations and provide feedback. Class Guests will also vote on recipient of a prize given for the best idea for a social innovation that could achieve outsized impact.