



BA612 – BUSINESS STRATEGIES FOR THE BASE OF THE PYRAMID

Course Syllabus

Fall B 2011 – Sections 001, 010 (Day Class)

**Tuesday-Thursday, 12:40-2:10pm
Three Friday Sessions (Nov. 11th, Dec. 2nd & Dec. 9th), 9am-noon
Room R1210**

Prof. Ted London
1760C Wyly Hall
734-936-6996
tlondon@umich.edu

Teaching Assistant
Colm Fay
colmfay@umich.edu

Course Overview

Prospects for a more inclusive capitalism remain elusive. Poverty continues despite increased globalization and the implementation of a wide variety of poverty reduction programs. Indeed, the condition of the base of the pyramid (BoP), the vast low-income population living in the developing world, is increasingly viewed as both an unacceptable outcome of the current economic system and a challenge to the development community's on-going efforts to alleviate poverty.

New opportunities, however, are appearing on the horizon. In particular, the intersection of two drivers—the greater appreciation of the opportunities for market-based ventures to serve the BoP and the growing interest in exploring new poverty alleviation approaches—offers the potential for rethinking conventional wisdom in business strategy and poverty alleviation.

Private sector firms are continually searching for new business opportunities. Facing saturated markets with limited growth potential and a highly competitive business landscape, companies must broaden their search for new markets to increase revenues, and for new sources of supply to reduce costs. This has led managers to pay greater attention to opportunities in emerging markets that are further down the economic pyramid.

Given the unique business context, however, both existing and start-up ventures have struggled to formulate effective business strategies for BoP markets. Serving these markets requires radical innovations in designing and implementing business models. Addressing these challenges will require managers to demonstrate leadership, vision, imagination, and the capacity to embrace and catalyze change.

Furthermore, non-profit organizations and development agencies are increasingly viewing profit-making business ventures as a new and important tool for achieving their poverty alleviation goals. While this approach has much potential, adopting this course of action also presents these organizations with new challenges. They face a gap in required skills and capabilities, resistance from an organizational culture not comfortable generating profits from those they seek to serve, and a development legacy grounded in grants and donations.

While the challenges of catalyzing a more inclusive capitalism are substantial, so are the potential returns. Fundamental to the success of BoP ventures is mutual value creation; a synergistic relationship between the pursuit of profits and the alleviation of poverty. Properly conceived and effectively implemented, BoP ventures align business-oriented investments with development community resources to create a sustainable and scalable approach to poverty alleviation. Indeed, co-creating new business ventures with the base of the pyramid offers the opportunity to design economically viable ventures that have the potential to raise the quality of life for billions of people.

Overall, this course integrates concepts of strategy, international business, non-profit management, and poverty alleviation to stimulate the leadership skills and competitive imagination needed to understand the BoP landscape and create successful BoP ventures. Through a combination of cases, readings, lectures, and videos, class sessions will engage students in discussions aimed at: 1) identifying the prospects and challenges associated with serving BoP markets; and 2) developing the strategies, business models, partnerships, and mindsets required to productively explore these opportunities.

To explore these issues in greater depth, the course also includes two interactive lab sessions with BoP venture managers. These 3-hour labs are specifically designed as working sessions that maximize interaction and shared learning. For each, I invite an expert from around the world who is deeply involved with BoP venture development to convey both their organization's vision and some of the obstacles they are currently facing. The goals of these interactive labs are two-fold. Students get a deeper understanding of the current unique opportunities and challenges in implementing ventures designed to serve the base of the pyramid and have an immediate chance to put their classroom knowledge into action. Our guest experts value the interaction with the students and see it as an opportunity to generate new insights on some of their most vexing problems.

Course Materials and Other Resources

A coursepack containing the required readings and cases is available through Kresge Library.

The following three books are recommended as supplemental reading and available on reserve at Kresge Library at the Ross School of Business:

de Soto, Hernando. 2000. *The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*. New York: Basic Book.

London, T. & Hart S. 2011. *Next Generation Business Strategies for the Base of the Pyramid: New Approaches for Building Mutual Value*. Upper Saddle River, NJ: FT Press.

Prahalad, C.K. 2004. *The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits*. Upper Saddle River, NJ: Wharton School Publishing.

This course primarily focuses on BoP venture development, its implications for business strategy, and its impact on poverty reduction. If you wish to gain deeper insight into the opportunities and controversies around current poverty alleviation efforts, I would encourage you to review the following. (*Note: If there is sufficient demand for a deeper discussion on this topic, I am willing to schedule one or more sessions outside of regular class time with interested students. Attending or not would have no influence on your final grade for the course*).

Chambers, R. 1983. *Rural Development: Putting the First Last*. Essex: Addison-Wesley Longman.

Easterly, W. 2007. The ideology of development. *Foreign Policy*, Jul/Aug(161): 31-35.

Easterly, W. 2005. The utopian nightmare. *Foreign Policy*, 150:58-64.

Riddell, R. C. 2007. *Does Foreign Aid Really Work?* Oxford: Oxford University Press.

Sachs, J. D. 2005. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Press.

Sachs, J. 2005. Can extreme poverty be eliminated? *Scientific American*, 293 (3):56-65

Sen, A. 1999. *Development as Freedom*. New York: First Anchor Books.

UN Millennium Project. 2005. *Investing in Development*.

Office Hours

Meeting with students is a high priority for me, and I would be delighted to meet with you about any aspect of the class or to discuss base of the pyramid topics in general. My office hours are by appointment, and I am generally available on Wednesday and Friday afternoons from 2-4:30pm. Please feel free to send an email or see me after class to arrange a time to talk in-person or by phone.

Teaching Assistant

Our teaching assistant, Colm Fay, is also available to meet with you. Please contact him by email to arrange a time to meet. He is a resource for you in helping with venture selection and in answering questions that you may have with regard to developing your presentation and final report. Please note that Colm does not grade the final reports.

Course Requirements

Four components of the class will be used in determining the final grade. These are **class participation (35%), responses to two sets of discussion questions (5% each), two interactive lab assessments (10% each)** and a **group project (35%)**.

Class participation (35%)

Class participation is a key factor in the success of the course. Attending all class sessions is essential. **Please plan carefully to ensure that you do not miss more than one class. Missing more than one class will influence your final grade.**

While class attendance is crucial, extensive individual preparation and a willingness to share knowledge and perspectives are also expected. Because this course primarily uses the case method, it is crucial that you carefully review and analyze the assigned readings before class, consider the discussion questions, and actively participate in the dialogue. I expect you to come prepared for class and may call on you to start the discussion or to address a specific issue. If for some reason you are not fully prepared on a particular day, let me know before class so that I do not inadvertently embarrass you.

Given that this course will include a mix of students with varying levels of international experiences and different educational backgrounds, mutual learning will be an important objective. Early in the class, we will form student teams to facilitate case preparation and discussion during the course.

Please note that I do not use a “count” system for evaluating class participation. The thoughtfulness and depth of your comments matter more than the number of times that you speak. Good class participation includes analyzing, commenting, questioning, discussing, and building on others’ contributions. Good class participation is *not* repeating the facts from a case or article, monopolizing airtime, or ignoring the contributions of others.

Missed classes: If for some reason you must miss a class, please let both the TA and me know in advance, in writing (an email is fine), so that your absence will not be unexplained. Furthermore, to ensure that you are up-to-date with the course material, for any missed class please submit your responses to the discussion questions associated with the readings. This will count toward your class participation grade for that missed session. Submitting responses to any missed session is a requirement of this class and failure to do so will influence your grade. These summaries should be approximately one page per discussion question (double-spaced) and be emailed to me prior to the beginning of the next class session. Please do not collaborate or discuss your responses with others.

Expected behavior: A significant part of the learning takes place through the process of class discussion. All of us are responsible for ensuring this process is effective. Please do not use your laptops during class. Also, be sure to arrive on time for class. Furthermore, please bring your nametag to each class so that both your classmates and I can get to know you. Your nametag is especially important since this class combines students from different schools across

campus, and invariably not everyone will know one another. Not following these standards hurts not only the student, but also our learning community as a whole.

Discussion Question Responses (5% each)

To help in preparation for the class and to enhance the in-class discuss, everyone is asked to submit their responses to the discussion questions for two class sessions. Your responses should be approximately one page for each of the discussion question assigned for that given session (in other words, if there are three discussion questions, your response should be around 3 pages). Please do not collaborate or discuss your responses with others. **This requirement is above and beyond submitting discussion question responses for a missed class session.**

Your responses must be submitted before the discussion of the questions occurs in class. Please send your submissions to both the TA and me via email. Late papers are not accepted. **Please include your name and section in both your file names and on the documents themselves.** Use self-explanatory file names, such as: Smith, Day, DQs – Business Model R&D.doc.

You are free to select the two sets of discussion questions that interest you most from among the following classes:

Nov. 3rd : Conventional Wisdom in Poverty Alleviation

Nov. 8th: Fortune at the BoP?

Nov. 10th: Business Model R&D

Nov. 15th: Reaching Scale

Nov. 17th: Mutual Value Creation

Nov. 22nd: Strange Bedfellows

Nov. 29th: Impact Investing

Dec. 1st: Evaluating a Venture

In grading these responses, I am looking to see if you have thought through the questions in depth and have developed a consistent and logical argument that leverages, as appropriate, tools and frameworks from the class. I am not looking for the one “right answer.”

Based on the goal of enhancing our in-class experience, these write-ups will be graded according to a system of ‘check,’ ‘check minus,’ and ‘check plus.’ Most write-ups will receive a grade of ‘check,’ indicating that the assessment has satisfied by the criteria listed above and should lead to a good discussion. In some cases, a ‘check plus’ grade will be awarded when the write-up is exceptionally good. A ‘check minus’ grade will be given when the write up is substantially less than the norm expected for this assignment.

Interactive lab assessments (10% each)

The interactive labs are designed as working sessions. Our guests, visiting BoP venture managers and experts, will provide, in advance of the lab, relevant background materials and a set of questions that focus on challenges their organizations are currently facing.

To enhance the quality of these discussions, each team is required to submit a 1,500-word (maximum) interactive lab assessment for both of the three-hour sessions (**Friday, Nov. 11th** and

Friday, Dec. 2nd) with our guest speakers. These assessments should address the specific question(s) for each of these sessions. Our guests generated these questions with the explicit intention of getting your input.

In preparing your assessment, each team member should first develop his or her individual response. The team should then meet to share their individual thinking and debate any differences in opinion. The final submission must be a group response that aggregates the thinking of the entire team. The team's assessment should not go over the 1,500-word limit (note: you may also include, if needed, two exhibits that do not count toward the word limit). You need to summarize your recommendations concisely as well as provide the logic behind your responses. Please do not discuss this assignment with other members of the class outside your group.

The assessments must be submitted prior to our lab session that day. Please send your submissions to both the TA and me via email. Late papers are not accepted. **Please include your team number and section in both your file names and on the documents themselves.** Use self-explanatory file names, such as: T1, Day – GE Assessment.doc.

In grading these recommendations, I am again not looking for the one “right answer.” Rather, the goal is to make sure you have thought through the questions in depth, have used the appropriate tools and frameworks to address the issues at hand, and have developed a consistent and logical argument. The focus is on applying tools and concepts in the course to a complex current BoP business situation.

Based on the goal of enhancing our in-class experience, these write-ups will also be graded according to a system of ‘check,’ ‘check minus,’ and ‘check plus.’ Most write-ups will receive a grade of ‘check,’ indicating that the assessment has satisfied by the criteria listed above and should lead to a good discussion. In some cases, a ‘check plus’ grade will be awarded when the write-up is exceptionally good. A ‘check minus’ grade will be given when the write up is substantially less than the norm that is expected for this assignment.

Group project (35 %)

Each team will prepare a base of the pyramid venture report and presentation. Teams are responsible for identifying their own ventures.

Each team can choose one of two options in selecting their venture:

1. An existing BoP venture for which the team will conduct an in-depth assessment of its on-going strategy
2. A start-up BoP venture for which the team will develop a detailed description and analysis of its proposed strategy (Note: This start-up can either be a *de novo* venture or a new initiative launched by a pre-existing organization)

These ventures should be business-oriented initiatives that transact directly with the base of the pyramid. The organization launching the venture, however, need not be a for-profit entity. BoP-oriented initiatives launched by multinational corporations, host country companies, start-up businesses, non-profit organizations, and community groups are all appropriate for this assignment.

I would recommend that you avoid intermediary organizations, such as micro-finance institutions and other initiatives, that primarily provide resources or advisory services to a portfolio of local enterprises. This also includes organizations that distribute BoP-produced handicrafts in developed countries. These types of organizations typically do not transact directly with the BoP. As such, the frameworks and tools that we develop in class will be less applicable for undertaking an effective analysis.

As a first step, each team should choose their BoP venture and submit a one-page synopsis on or before November 15th. Please refer to the course pack for detailed information outlining the venture selection, report, and presentation.

Choosing a Venture

In selecting a venture, each team should consider the amount of publicly available information as well as the opportunities to contact, via phone or e-mail, venture managers or other experts. If you have difficulty identifying a suitable venture, there are many resources to assist you. I would be delighted to discuss ventures with you, as would other interested faculty and students. See the BoP Venture Assessment: Project Details (Part 1) in your course pack for further guidelines on selecting an existing or new venture. We will also be discussing this in class.

One-Page Synopsis

If you decide to assess an existing venture, the synopsis should include a brief summary of the venture and a preliminary listing of the resources you plan to use to conduct your assessment. I would prefer to avoid having the same initiative examined by two teams and will work out any overlap with the teams involved. Typically, overlaps are resolved based on a first-come, first-serve basis.

If you decide to develop a start-up venture, the synopsis should include an executive summary that explains the value proposition of the venture and the resources you plan to use to conduct your assessment. In this case, overlaps can be fine. More than one team can develop a venture targeting a similar opportunity or market.

Report and Presentation

While collecting information will play a substantial role in your work, the outcome of this group project is not a “book report.” Simply describing the venture and reporting facts is not sufficient. Rather, I also want to see you *critically discuss* the venture, including its strategy, business model, sources of competitive advantage, economic performance, and poverty alleviation outcomes, and *craft carefully considered options, recommendations, and conclusions* concerning the long-term success of the venture. I expect you to apply the lessons and frameworks from the course. Properly executed, I have found that this is a valuable learning experience. See the BoP Venture Assessment: Project Details (Part 2) in your course pack for further guidelines on writing the report. We will also discuss this further in class.

Results from this assessment will be summarized both in a written and oral form. Please include your team number and section in both your file names and the documents themselves. Again,

please use self-explanatory file names, such as: T1, Day – Grameen Phone Final Report.doc. General guidelines for the written paper are as follows: 15-20 pages (not including exhibits), double-spaced, 12 pitch type, normal margins. The oral report will take the form of an in-class presentation. Each team will have approximately 15 minutes for the presentation and follow-on Q&A. Please see the BoP Venture Assessment: Project Details (Part 3) in your course pack for guidelines on your presentation. We will also discuss this further in class.

I expect all team members to be actively involved in developing this assessment; the final document should capture the aggregate thinking of the entire team. To allow feedback on this process, at the end of the semester, I will ask you to evaluate the performance of the other members of your team.

The presentations of the venture assessments are scheduled for **Thursday, December 8th** and **Friday, December 9th**. This is an opportunity for both sharing and learning. The paper is due on the final day of class (**Tuesday, December 13th**).

C-Tools

Our course C-Tools site includes announcements, the syllabus, lecture presentations and other course materials not found in the course pack. C-Tools can be accessed from the UM home page, or directly at <https://ctools.umich.edu/portal>.

Honor Code

Personal integrity and professionalism are fundamental values of the Ross Business School community. This course will be conducted in strict conformity with the Academic Honor Code. The Code and related procedures can be found at www.bus.umich.edu/Academics/Resources/communityvalues.htm. The site also contains comprehensive information on how to be sure that you have not plagiarized the work of others. Claimed ignorance of the Code and related information appearing on the site will be viewed as irrelevant should a violation take place. Non-Ross Business School students taking the course should also familiarize themselves with the Code as they will be subject to the Code as well while in this course.

Please note that the code requires that you report any violation by one of your classmates. Also, recall that the code requires proper citations of work that is not your own.

Services for Students with Disability Statement

If you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of the course, the assignments, and the in-class activities may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat information you provide as private and confidential.

Summary Outline

Part I: Setting the Stage

| Class 1 - Tuesday, November 1st: Reinventing Strategies for the BoP | |
|---|---|
| Readings: | “Serving the poor, profitably” (Prahalad & Hammond) “Developing native capability” (Hart & London) “The next four billion (Chapter 1 – Introduction and market overview)” (Hammond et al.) |
| Discussion Questions: | <ul style="list-style-type: none"> • What did you find most interesting about the Prahalad & Hammond article? • After reading the Hart & London article, what capabilities do you think ventures need to develop to serve BoP markets? • What perspective (or mindset) should managers use when exploring business opportunities in BoP markets? |
| Supplementary Reading: | “Reinventing strategies for emerging markets” (London & Hart) “Mystery of Capital” (pp. 1-37, 251-254) (de Soto) |

| Class 2 - Thursday, November 3rd: Conventional Wisdom in Poverty Alleviation | |
|--|--|
| Readings: | “Distribution of Nets Splits Malaria Fighters” (Kyama & McNeil) “More Money Than Sense” (Economist) |
| Case: | Targeting Malaria: Comparing Charity- and Social Marketing-Based Approaches |
| Discussion Questions: | <ul style="list-style-type: none"> • What are the advantages and disadvantages of charity-based and social marketing-based approaches to poverty alleviation? • As the government of Tanzania, what is your recommendation to USAID? What is the reasoning behind this decision? |
| Supplementary Readings: | “Nets and New Drug Make Inroads Against Malaria” (McNeil) “Aid is not the answer” (Prahalad) |

Part II: Exploring the Opportunity in BoP Markets

| Class 3 - Tuesday, November 8th: Fortune at the BoP? | |
|--|---|
| Readings: | “BoP venture assessment: Project details” (Background on group project) “The fortune at the bottom of the pyramid” (Prahalad & Hart) “Misfortune at the bottom of the pyramid” (Karnani) “Africa’s world of forced labor, in a 6-year-old’s eyes” (LaFraniere) |
| Discussion Questions: | <ul style="list-style-type: none"> • What might Mark Kwadwo say about the relationship between job creation and poverty alleviation? • Is there a fortune at the base of the pyramid? What are the main points of disagreement between Prahalad and Karnani? What do you think? |

| | |
|-------------------------|--|
| Supplementary Readings: | <p>“Prahalad’s response to Karnani” (Prahalad)</p> <p>“Discovery and creation: Alternative theories of entrepreneurial action” (Alvarez & Barney)</p> <p>“Tomorrow’s markets” (Cassara et al.)</p> |
|-------------------------|--|

| Class 4 - Thursday, November 10th: Business Model R&D | |
|---|---|
| Case: | Expanding the Playing Field: Nike’s World Shoe Project (A) |
| Discussion Questions: | <ul style="list-style-type: none"> • What can leaders do to help ensure that a “fortune-creating” orientation can flourish within their organizations? • Given the current situation, what should Tom Hartge recommend to senior management regarding the World Shoe strategy? • Is it too late? What could Nike do to help ensure effective incubation of BoP-oriented business models in the future? |
| Supplementary Readings: | <p>“Revolutionary Routines” (Milstein, London & Hart)</p> <p>“Rethinking marketing programs for emerging markets” (Dawar & Chattopadhyay)</p> <p>“Base of the Pyramid Protocol” (Simanis, Hart, et al.)</p> |

| Class 5 - Friday, November 11th (9am-noon; 3 hour session): Sustaining and Scaling a New Business Model in an Established Company | |
|---|--|
| <i>Interactive Lab Assessment #1 Due</i> | |
| Guest Speaker: | <i>Israel Moreno, Director, Patrimonio Hoy, CEMEX</i> |
| Readings: | <p>CEMEX’s Patrimonio Hoy: At the Tipping Point? (please also conduct a web search to learn more about CEMEX and Patrimonio Hoy)</p> <p>“The Next Four Billion – Chapter Six: The Housing Market” (IFC/WRI) (please also do a web search to learn more about other business-oriented approaches to addressing housing needs in BoP markets)</p> |
| Discussion Questions: | <ul style="list-style-type: none"> • What is your assessment of CEMEX’s Patrimonio Hoy (PH) initiative? Please discuss perceived strengths and limitations. • The PH initiative challenges traditional boundaries of a business unit within CEMEX. What are your recommendations to the PH team to ensure continued internal support? • What strategies should the PH team implement to better “create a fortune with the BoP?” For example, how could they improve their offering to increase existing client retention, enhance brand awareness to gain more clients in current sites, and secure partnerships to facilitate scaling and exporting to new domestic and international locations? |

Part III: BoP Venture Development

Class 6 - Tuesday, November 15th: Reaching Scale

BoP Venture Selection Due

| | |
|-------------------------|--|
| Reading: | “Building better ventures with the base of the pyramid: A roadmap” (London) |
| Case: | Hindustan Lever at the Base of the Pyramid: Growth for the 21 st Century |
| Discussion Questions: | <ul style="list-style-type: none"> • What were Nirma’s secrets to success in serving the BoP? Why did HLL have so much difficulty responding to the challenge from Nirma? What did HLL finally do to successfully compete against Nirma? • Why is HLL pursuing Shakti? How is it different from Wheel? • What is your assessment of the venture development process for Shakti? |
| Supplementary Readings: | <p>“A fresh approach; what’s wrong with profits” (Strom)</p> <p>“Creating mutual value: Lessons learned from ventures serving base of the pyramid producers” (London, Anupindi & Sheth)</p> |

Class 7 - Thursday, November 17th: Mutual Value Creation

| | |
|------------------------|--|
| Readings | “Making better investments at the base of the pyramid” (London) |
| Case: | <u>Review:</u> Hindustan Lever at the Base of the Pyramid: Growth for the 21 st Century (<i>Note: Also refresh yourself on the commentary regarding Nirma and Hindustan Lever from previous readings</i>) |
| Discussion Questions: | <ul style="list-style-type: none"> • Why would a BoP venture want to assess its poverty alleviation impacts? • What are the positive and negative impacts of the Shakti initiative? |
| Supplementary Reading: | <p>“Development as freedom” (Ch. 1, “Perspective of Freedom”) (Sen)</p> <p>“Doing well by doing good – Case study: ‘Fair & Lovely’ whitening cream” (Karnani)</p> |

Class 8 - Tuesday, November 22nd: Strange Bedfellows: Confrontation or Collaboration?

| | |
|-------------------------|--|
| Reading | “Cocreating business's new social compact” (Brugmann & Prahalad) |
| Case: | W.R. Grace Co. and the Neemix Patent (A) |
| Discussion Questions: | <ul style="list-style-type: none"> • From the perspective of both corporations and non-profits, what are potential advantages of forming BoP-oriented collaborations with “strange bedfellows”? • Should Grace’s patent on Neemix stand? Did Grace use good business practices in developing Neemix? • Could Grace have avoided or minimized the problems they faced with a different strategy? If so, how? |
| Supplementary Readings: | <p>“Partnerships for learning” (London & Rondinelli)</p> <p>“Creating sustainable local enterprise networks” (Wheeler et al.)</p> |

| Class 9 – Tuesday, November 29th: Impact Investing | |
|--|--|
| Readings: | <p>“Subsidies in base-of-the-pyramid venture development (Lee & London)</p> <p>“Impact investments: An emerging asset class (read pages 5-23 and 30-38) (O’Donohue et al.)</p> |
| Case: | Movirtu’s Cloud Phone Service: Funding for a Base-of-the-Pyramid Enterprise (<i>Note: This case is not in the coursepack; it will be handed out in class</i>) |
| Discussion Questions: | <ul style="list-style-type: none"> • What role can subsidies have in supporting BoP venture development? What are the advantages and disadvantages of subsidies? • What is impact investing and how can it influence BoP venture development? • Which funding option should Movirtu prioritize and why? • What strategies should Movirtu’s leadership team implement to attract interest from potential funders? |
| Supplementary Readings: | <p>“Acumen Fund: How to Make the Greatest Impact” (Lee & London)</p> <p>“The Role of Subsidies in a Market Economy” (Lee & London)</p> <p>“CARE turns down federal funds for food aid” (Dugger)</p> <p>“CARE: Making Markets Work for the Poor” (London & Lee)</p> <p>“The base of the pyramid perspective and the social enterprise methodology: Understanding the facilitating role for development agencies” (Executive Summary) (London, Janiga & Valente)</p> |

| |
|--|
| Part IV: Further Considerations |
|--|

| Class 10 – Thursday, December 1st: Evaluating a Venture | |
|---|--|
| Reading: | “The great leap: Driving innovation from the base of the pyramid” (Hart & Christensen) |
| Case: | Building a Sustainable Venture from the Ground Up: The Mountain Institute’s Earth Brick Machine |
| Discussion Questions: | <ul style="list-style-type: none"> • Why should we be concerned about the environmental implications of business development in BoP markets? • Does disruptive innovation in BoP markets offer the opportunity to address emerging environmental challenges? • What is your assessment of the development of the Earth Brick Machine venture? What recommendations would you make to the venture’s management team? |
| Supplementary Reading: | “Global sustainability and the creative destruction of industries” (Hart & Milstein) |

| |
|---|
| Class 11 - Friday, December 2nd (9am-noon; 3 hour session): Piloting and Scaling a Cross-Sector Partnership |
| <i>Interactive Lab Assessment #2 Due</i> |

| | |
|-----------------------|---|
| Guest Speakers: | <i>Chris Jochnick, Director - Private Sector Department, Oxfam America</i> |
| Readings: | <p>“Building and Scaling a Cross-Sector Partnership: The Oxfam – Swiss Re Microinsurance collaboration in Ethiopia” (Doh and London) (<i>Note: This case is not in the coursepack; it will be handed out in class</i>)</p> <p><u>Also read:</u> “Microinsurance – Risk Protection for 4 Billion People” (Swiss Re) – Read pages 1-17 and 29-31; skim remainder of document</p> <p><u>Please skim:</u> “Do Clients Get Value from Microinsurance?” (MILK)</p> |
| Discussion Questions: | <ul style="list-style-type: none"> • What is your assessment of the development of this initiative? Please discuss perceived strengths and limitations. • In your opinion, what are two most important issues that Oxfam and its partners must address? Explain the logic behind your selection of these issues. Please provide your recommendations on how the partners should respond to these challenges. • Why has the cross-sector partnership between Oxfam and Swiss Re been successful so far? As this initiative scales, what are the implication for this partnership? What benefits and challenges does each partner face in the decision to scale? |

| Class 12 - Tuesday, December 6th: Legal Considerations and the Role of Lawyers in BoP Ventures | |
|--|---|
| Guest Speaker: | <i>Professor Rachel Deming, Director, International Transactions Clinic, University of Michigan Law School</i> |
| Reading: | <p>“The legal and regulatory environment for micro business transactions in Kenya (Kenyatta University Legal and Clinic)”</p> <p>Please also review the Law School’s International Transactions Clinic’s (http://www.law.umich.edu/clinical/internationaltransactionclinic/Pages/default.aspx) website.</p> |
| Discussion Questions: | <ul style="list-style-type: none"> • Do you think of laws as barriers to business? If so, why? • Do you think BoP ventures need a lawyer? If so, why and for what? Does it change during design, pilot and scale phases of a BoP venture? • What are some of the legal issues that leadership teams of BoP ventures should be concerned about? • Where, when and how do you find the lawyer who is right for your venture? What some of the important characteristics or capabilities you would like your lawyer to have? |

| Class 13 - Thursday, December 8th: BoP Venture Assessments | |
|--|--------------------------------|
| Presentations: | <i>BoP Venture Assessments</i> |

| Class 14 - Friday, December 9th (9am-noon; 3 hour session): BoP Venture Assessments | |
|---|--|
| Presentations: | <i>BoP Venture Assessments (continued)</i> |

| Class 15 - Tuesday, December 13th: Summary and Conclusions | |
|--|---|
| <i>Group Project Due</i> | |
| Reading: | “Which World” (pp. 3-12 & 22-25) (Hammond) |
| Discussion Questions: | <ul style="list-style-type: none"> • Is it within our power to tip the balance toward a future world that we would want to leave to our descendents? • Who should take leadership? What role do you want to play? |
| Supplementary Reading: | “Combating terrorism: A socio-economic strategy” (Byrd) |

Reading List – BA612: Business Strategies for the Base of the Pyramid

Cases

- London, T., Augustine, G., & Lee, M. **Targeting Malaria: Comparing Charity- and Social Marketing-Based Approaches**. Ann Arbor, MI: William Davidson Institute/Ross School of Business Globalens Simulation GL1-428-642D.
- McDonald, H., London, T. & Hart S. **Expanding the Playing Field: Nike's World Shoe Project (A)**. Ann Arbor, MI: William Davidson Institute/Ross School of Business Globalens Case GL1-428-673D.
- Vakil, M & London, T. **Hindustan Lever at the Base of the Pyramid: Growth for the 21st Century**. Ann Arbor, MI: William Davidson Institute/Ross School of Business Globalens Case GL1-428-604D.
- Severance, Spiro & Ruffin. **W.R. Grace Co. and the Neemix Patent (A)**, Darden Case Collection, UVA-E-0157
- London, T. & Kotek, M. **CEMEX's Patrimonio Hoy: At the Tipping Point?** Ann Arbor, MI: William Davidson Institute/Ross School of Business Globalens Case GL1-428-606D.
- London, T. & Kennedy, S. **Movirtu's Cloud Phone Service: Funding a Base-of-the-Pyramid Enterprise**. Ann Arbor, MI: William Davidson Institute/Ross School of Business Globalens Case (**forthcoming**).
- Buffington, J. & London, T. **Building a Sustainable Venture from the Ground Up: The Mountain Institute's Earth Brick Machine**. Ann Arbor, MI: William Davidson Institute/Ross School of Business Globalens Case GL1-428-611D.
- Doh, J. & London, T. **Building and Scaling a Cross-Sector Partnership: The Oxfam – Swiss Re Microinsurance collaboration in Ethiopia**. Ann Arbor, MI: William Davidson Institute/Ross School of Business Globalens Case (**forthcoming**).

Readings

- Prahalad, C.K. and Hammond, A. 2002. Serving the world's poor, profitably. **Harvard Business Review**, September: 48-57 (reprint #R0209C).
- Hart, S. and London, T. 2005. Developing native capability: What multinational corporations can learn from the base of the pyramid. **Stanford Social Innovation Review**, 3 (2): 28-33.

- Kyama, Reuben and McNeil, Donald. Distribution of Nets Splits Malaria Fighters. **New York Times**, December 9, 2007.
- Economist**, More Money Than Sense. July 5, 2007.
- Prahalad, C.K. and Hart, S. 2002. The fortune at the bottom of the pyramid. **Strategy+Business**, 26: 55-67 (reprint #02106)
- Karnani, A. 2007. Misfortune at the bottom of the pyramid. **Greener Management International**, 51: 99-110.
- LaFraniere, Sharon. 2006. "Africa's world of forced labor, in a 6-year-old's eyes." **New York Times**, 29 October.
- Hammond, A. L., Kramer, W. J., Katz, R. S., Tran, J. T., and Walker, C. 2007. **The Next Four Billion: Market Size and Business Strategy at the Base of the Pyramid**. Washington, DC: World Resources Institute and International Finance Corporation.
- London, T. 2011. Building better ventures with the base of the pyramid: A roadmap. In T. London, & S. Hart (Eds.), *Next Generation Business Strategies for the Base of the Pyramid: New Approaches for Building Mutual Value*. Upper Saddle River, NJ: FT Press.
- London, T. 2009. Making better investments at the base of the pyramid. **Harvard Business Review**. 87(5): 106-113.
- Brugmann, J., & Prahalad, C. K. 2007. Cocreating business's new social compact. **Harvard Business Review**, 85(2): 80-90.
- Lee, M. & London, T. **Subsidies in Base-of-the-Pyramid Venture Development**. Ann Arbor, MI: William Davidson Institute/Ross School of Business GlobalLens Case GL 1-428-767D.
- O'Donohue, N., Leijonhufvud, C., Saltuk, Y., Bugg-Levine, A. & Brandenburg, M. 2010. **Impact Investments: An Emerging Asset Class**. J. P. Morgan Global Research.
- Hart, S. and Christensen, C. 2002. The great leap: Driving innovation from the base of the pyramid. **Sloan Management Review**, Fall: 51-56 (reprint #4415).
- Swiss Re. 2010. **Microinsurance – Risk protection for 4 billion people**. Sigma Series, No. 6/2010.
- Microinsurance Learning and Knowledge (MILK). 2011. **Do clients get value from microinsurance?** The Microinsurance Center.

Kenyatta University Legal and Clinic. 2011. **The legal and regulatory environment for micro business transactions in Kenya.** Working paper.

Hammond, A. 1998. **Which World? Scenarios for the 21st Century.** Washington, D.C.: Island Press.

Supplementary Readings

London, T. and Hart, S. 2004. Reinventing strategies for emerging markets: Beyond the transnational model. **Journal of International Business Studies**, 35 (5): 350-370.

de Soto, Hernando. 2000. **The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else.** New York: Basic Book.

McNeil, Donald. Nets and New Drug Make Inroads Against Malaria. **New York Times**, February 1, 2008.

Prahalad, C. K. 2005. Aid is not the answer. **The Wall Street Journal**, 31 August.

Prahalad, CK. 2006. Prahalad's response to Karnani's Mirage at the Bottom of the Pyramid.

Alvarez, S. A., & Barney, J. B. 2008. Discovery and creation: Alternative theories of entrepreneurial action. **Strategic Entrepreneurship Journal**, 1(1): 11-26.

Cassara, A., Layke, C., Ranganathan, J., Tunstall, D., Doering, DS. & Vanasselt, W. 2002. Tomorrow's markets: Global trends and their implications for business. **World Resources Institute.**

Milstein, M., London, T. and Hart, S. 2007. Revolutionary routines: Capturing the opportunity for creating a more inclusive capitalism. In: Piderit, Fry, and Cooperrider **Handbook of Transformative Cooperation.**

Dawar, N. and Chattopadhyay, A. 2002. Rethinking marketing programs for emerging markets. **Long Range Planning**, 35 (5): 457-474.

Simanis, E., Hart, S., Enk, G., Duke, D., Gordon, M., and Lippert, A. 2004. **Base of the Pyramid Protocol.** Ithaca, NY: Cornell University, Working Paper.

Strom, S. 2006. "A fresh approach; what's wrong with profits." **New York Times**, 13 November.

- London, T., Anupindi, R., and Sheth, S. 2009. Creating mutual value: Lessons learned from ventures serving base of the pyramid producers. **Journal of Business Research**, 63: 582-594.
- Sen, A. 1999. The perspective of freedom. In: Amartya Sen, **Development as Freedom**, New York: First Anchor Books.
- Karnani, A. 2007. Doing well by Doing Good – Case Study: ‘Fair & Lovely’ Whitening Cream. **Strategic Management Journal**, 28(13):1351-1357.
- London, T. and Rondinelli, D. 2003. Partnerships for learning: Managing tensions in nonprofit organizations’ alliances with corporations. **Stanford Social Innovation Review**, 1 (3): 29-35
- Wheeler, D. et al. 2005. Creating sustainable local enterprise networks. **MIT Sloan Management**, 47 (1): 33-40.
- Lee, M. & London, T. **Acumen Fund: How to Make the Greatest Impact**. Ann Arbor, MI: William Davidson Institute/Ross School of Business GlobalLens Case GL1-428-592D.
- Lee, M. & London, T. **The Role of Subsidies in a Market Economy**. Ann Arbor, MI: William Davidson Institute/Ross School of Business GlobalLens Case GL 1-428-648D.
- Dugger, C. 2007. CARE turns down federal funds for food aid. **New York Times**. 16 Aug.
- London, T & Lee, M. **CARE: Making Markets Workd for the Poor?** Ann Arbor, MI: William Davidson Institute/Ross School of Business GlobalLens Case GL1-428-645.
- London, T., Janiga, K., and Valente, M. 2007. The base of the pyramid perspective and the social enterprise methodology: Understanding the facilitating role for development agencies. **US Agency for International Development**.
- Hart, S. and Milstein, M. 1999. Global sustainability and the creative destruction of industries. **Sloan Management Review**, 41 (1): pp. 23-33 (reprint #4112)
- Byrd, M. W. 2006. Combating terrorism: A socio-economic strategy. **Joint Force Quarterly**, 41: 15-19.