ACTION LEARNING AT MIT SLOAN

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June 2, 2016
Agenda

- Social impact of action learning
- Challenges:
  - Scaling problems
  - Competitive landscape
  - Financial sustainability
- Continuous improvements
  - Operational improvements
  - Raising profile
  - Fund raising outreach and activities
Traditional stakeholder base of MBA education:

- We supply human capital to:
  - Wall Street
  - Big consulting firms
  - High-tech entrepreneurial start-ups
  - MNCs

- Increasingly MBA graduates from developing countries return to their own countries but to careers at the top of pyramid firms
  - Small and medium entrepreneurs are under-served
Huge need for managerial human capital in developing countries

- Dire shortage of managerial human capital
  - McKinsey study: Only 5 to 10 percent of college graduates suitable for major Western MNCs

- Catch 22:
  - You need management practices to accumulate management knowhow
  - But you need management knowhow to have management practices.
  - A form of management trap

- Small and medium entrepreneurs are the main source of economic dynamism

- But their management tends to be unsystematic
How to maximize social impact

- Help small and medium enterprises (SMEs)
  - Strategic rather than operational
  - Bigger impact
  - Imitation is easier across firms

- Going beyond metropolitan regions of developing countries
  - Cross-border global elites in major cities
  - We need to go beyond the connected elites
  - Our collaboration with Goldman Sachs

- Target some NGOs
  - Improving the operations of NGOs to maximize their impact
  - Our very successful Global Health Lab
Structure and discipline in a chaotic environment

- Business environment in developing countries is chaotic
- But it does not mean that organizations have to be chaotic.
- We introduce some discipline and predictability at the micro level
- We cannot change the country but we may be able to change the company (hopefully)
Starting in a garage is great
But ending in a garage is disaster!
Action learning helps small and medium entrepreneurs scale their operations.
Many benefits of microfinance
- Gender equality: Empowering women
- Human capital: Investing in child education
- Group liability reduces default risks
- Poverty eradication
The Goldman Sachs’ 10,000 Women Entrepreneurship Program
India Lab: Helped SST to Scale Up its Operations
Action Learning by Numbers

- 500+ seats per year
- 75% of students take one lab course; 44% take two or more
- Host organizations in 65 countries
- More than 125 companies recruited a year and 25% are repeat companies
- More than 30 faculty members participate per academic year

- 16 labs offered
  - Analytics Lab (A-Lab)
  - China Lab
  - Entrepreneurship Lab (E-Lab)
  - Enterprise Management Lab (EM-Lab)
  - Enterprise Transformations in the Digital Economy Lab (T-Lab)
  - Experimental Innovation Lab (X-Lab)
  - Finance Research Practicum & Proseminars
  - Global Entrepreneurship Lab (G-Lab)
  - Global Organizations Lab (GO-Lab)
  - Healthcare Lab (H-Lab)
  - India Lab
  - Israel Lab
  - Leadership Lab (L-Lab)
  - Lion Teams
  - Operations Lab
  - Sustainable Business Lab (S-Lab)
We are also facing challenges

- Operational effectiveness
- External, competitive landscape
- Financial sustainability
Scaling problems

- Are we growing too fast relative to our ability to manage all the projects?
- Are we achieving quantity at the expense of quality?
- Should we continue to treat action learning projects as “student projects” rather than imposing a single format and insisting on a single methodology or an approach (similar to “McKinsey way”)?
Competitive landscape

- We will lose if we stand still:
  - Stanford: 1997
  - Wharton: 2000
  - Kellogg: 2007
  - HBS: 2012

- How do we achieve greater recognition in an increasingly crowded field?
## 2014 Dartmouth Conference

<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
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<tr>
<td>Carlson School of Management, University of Minnesota</td>
<td>Carlson Consulting Enterprise</td>
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<td>Carnegie Mellon</td>
<td>Capstone course</td>
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<td>Carnegie Mellon University</td>
<td>Measuring Social MISM Capstones</td>
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<td>Fisher College of Business</td>
<td>Global Applied Projects, Fisher Professional Services, ProjectOne course</td>
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<td>Fisher College of Business, Ohio State University</td>
<td>Global Applied Projects</td>
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<td>Harvard Business School</td>
<td>Field Immersion Experiences for Leadership Development (FIELD) 2 Global Immersion</td>
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<td>Harvard Business School</td>
<td>Field Immersion Experience Program (XIP)</td>
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<td>Harvard Business School</td>
<td>Field Immersion Experiences for Leadership Development 1</td>
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<tr>
<td>Harvard Business School</td>
<td>Field Immersion Experiences for Leadership Development</td>
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<tr>
<td>Kellogg School of Management at Northwestern University</td>
<td>40+ courses, many programs - too many to list all surveys for each</td>
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<td>Marshall School of Business at University of Southern California – USC</td>
<td>IBEAR MBA International Business Consulting Projects</td>
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<td>McCombs School of Business, University of Texas at Austin</td>
<td>MBA + Program</td>
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<td>MIT Sloan</td>
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<td>MIT Sloan School of Management</td>
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<td>NYU Stern School of Business</td>
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<td>OSU</td>
<td>GAP: Global Applied Projects</td>
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<td>Ross School of Business, University of Michigan</td>
<td>Multidisciplinary Action Programs (MAP)</td>
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<td>Stanford Graduate School of Business</td>
<td>GMIX</td>
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<td>Tuck School of Business at Dartmouth</td>
<td>Learning Expeditions</td>
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<td>Tuck School of Business at Dartmouth</td>
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<td>Tuck School of Business at Dartmouth</td>
<td>Tuck Global Consultancy</td>
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<td>UC Berkeley Haas School of Business</td>
<td>International Business Development Program (IBD)</td>
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<td>UCLA Anderson School of Management</td>
<td>Applied Management Research (AMR), Applied Management Research Program (AMR)</td>
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<td>UCLA Anderson School of Management</td>
<td>Experiential Learning Accelerators</td>
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<td>UNC Kenan-Flagler</td>
<td>STAR and Global Business Projects</td>
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<td>University of Virginia Darden School of Business</td>
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<td>University of Wisconsin Madison, Wisconsin School of Business</td>
<td>Global Business Project (GBP)</td>
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<td>UW Foster School of Business</td>
<td>MBA Strategic Consulting Program</td>
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Financial sustainability

- Action learning is expensive
- Action learning is labor-intensive
- Social impact means no or little revenue streams
Continuous improvements

- Raising our profile
  - Annual action learning conferences in China
    - 2017: Yunnan University
    - 2016: Shanghai Advanced Institute of Finance
    - 2015: Fudan University
    - 2014: Lingnan University
  - Action Learning conference in Chile in collaboration with Universidad Adolfo Ibáñez and Pontificia Universidad Católica de Chile, January 7th, 2015
    - Another one is planned for January 2017
MIT China Lab Day in Beijing, March 27th, 2014
Action Learning Conference, Santiago, Chile, January 7th 2015
Continuous improvements

- We need to strengthen the administrative and intellectual capacity of action learning!
- We need to improving action learning operations
  - “Operation is strategy!”
  - From an “office” to a “center?”
- MIT Sloan has an opportunity to seize the intellectual high ground of action learning
  - Quantifying impact
  - Developing systematic methodology
  - Raising profile of our activities

- We need your support and guidance!
Questions and suggestions?
ACTION LEARNING AT MIT SLOAN
What we have learned (& what we hope students learn)

Anjali Sastry
June 2, 2016
sastry@mit.edu
http://groundwork.mit.edu
http://failbetternow.com/
WE LOOK FOR FOCUSED, COLLABORATIVE PROJECTS THAT INVOLVE BIG ISSUES
Health prospects vary

Lifetime chance of dying in childbirth if you live in

Finland: 1/21,700
US: 1/3,800
Sierra Leone, Chad, Nigeria, Somalia: 1/20

http://data.worldbank.org/indicator/SH.MMR.RISK
Interventions are slow to reach many
MANAGEMENT PERSPECTIVES AND TOOLS ARE NEEDED
How we present the collaboration

apply with a problem in mind

collaborate on potential solutions

try out the ideas in situ together

refine ideas; equip for next steps
How we present the collaboration
Since 2007, Global Health Lab, GO-Lab, and related efforts have completed 84 practical projects designed to address healthcare delivery challenges with dozens of partners around the world.

AAR Health Services, Nairobi, Kenya
AMPATH, Eldoret, Kenya
Baobab Health Partnership, Lilongwe, Malawi
BD (project in Indonesia & South Africa), NJ
BRAC, Dhaka, Bangladesh
Cambridge AIDS Alliance/Cambridge Cares, Massachusetts
CARE Hospitals, Hyderabad, India
CARE Rural Health Mission, Maharashtra and Andhra Pradesh, India
Careworks HIV Managed Care Solutions, Cape Town, South Africa
Carolina for Kibera, Nairobi, Kenya
Centre for Infectious Diseases Research Zambia (CIDRZ), Lusaka, Zambia
ClickDiagnostics (project in South Africa), Boston
Comprehensive Community Based Rehabilitation in Tanzania (CCBRT), Dar es Salaam, Tanzania
Connaught Hospital (with Surgeons OverSeas), Freetown, Sierra Leone
Daktari Diagnostics (projects in Uganda, Botswana & Kenya), Cambridge, MA
Dimagi (project in South Africa), Cambridge MA
Empowering Lives International, Eldoret, Kenya
G S Memorial Plastic Surgery Hospital and Trauma Centre, Varanasi, India
Gertrude’s Garden Children’s Hospital, Nairobi, Kenya
Global Health Delivery (project in Boston & Tanzania), Cambridge MA
Gradian Health Systems (projects in Uganda, Tanzania & Zambia), New York, NY
Grassroot Soccer, Cape Town, South Africa
Himalayan Health Care, Illam, Nepal
Institute of Public Health, Bangalore, with public hospitals, Tumkur, India
International Committee of the Red Cross/Red Crescent (projects on Senegal and in India & Switzerland), Boston and Geneva
Jan Swasthya Sahyog (remote project), Chhatisgarh, India
Johnson and Johnson, Janssen Pharmaceuticals (project in China), NJ
Joint Task Force-Haiti (project in Haiti), US Military and Lincoln Labs
Kampala Family Clinic, Kampala, Uganda
KenCall, Nairobi, Kenya
Kyetume Community Based Health Care Programme, Mukono, Uganda
L V Prasad Eye Institute, Hyderabad, India
LifeSpring Hospitals, Hyderabad, India
Living Room International, Eldoret, Kenya
loveLife, Johannesburg, South Africa
Management Sciences for Health (project in Malawi & Ethiopia), Medford MA
Mass Development Association, Dar es Salaam, Tanzania
Mennonite Economic Development Associates, Dar es Salaam, Tanzania
Meridian Medical Centres, Nairobi, Kenya
Misoprostol Access Project (remote project), Indonesia
Muthaiga Paediatrics Clinic, Nairobi, Kenya
Murgency, Mumbai & Chandigarh, India
PSI-Tanzania, Dar es Salaam, Tanzania
Sangath (remote project), Goa, India
Seeding Labs (remote project), Boston and East Africa
Shining Hope for Communities, Nairobi, Kenya
Support for International Change, Arusha, Tanzania
Sustainable Household Income Project/Family Treatment Fund via MGH-Harvard-MUST Research Collaboration, Mbarara, Uganda
Total (projects in Ghana & Kenya), Paris
Uganda Research Initiative (Mbarara University of Science and Technology & Mass. General Hospital), Mbarara, Uganda
Unjani (RTT/Imperial Health), Johannesburg, South Africa
Up To Date (remote project on Lesotho), Waltham, MA
Village Reach, Mozambique
Viva Afya and Valentis Health Care, Nairobi, Kenya
Warmbaths Hospital, Bela Bela, South Africa
Western Cape Department of Health: Lotus River Community Health Clinic & Retreat Community Health Centre, Cape Town, South Africa
GlobalHealth Lab

see http://groundwork.mit.edu
L V Prasad Eye Institute Hyderabad, India. L V Prasad provides comprehensive and equitable eye health services to over 60,000 patients per year at more than 100 locations, including its globally recognized center of excellence. By analyzing data and interviewing patients in depth, our team explored perceived and practical barriers to appointment-keeping, enabling innovations that could increase patient follow-up as well as operational efficiency. If patient flow is smoothed, system overload reduced, and operational efficiency increased, LVP’s many patients could benefit greatly.
AMPATH Eldoret, Kenya. AMPATH is an innovative and effective collaboration that provides health care for the poor at over 80 health centers in western Kenya. To enable informal sector workers to get the healthcare they need, our project with AMPATH and its collaborators developed a novel mobile health insurance product. A key focus: exploring and specifying pricing and product features. As a result, more could get access to healthcare via health insurance, and AMPATH could reduce its dependency on donors.
Gradian Health Systems New York, NY (project in Zambia). Gradian’s Universal Anesthesia Machine is designed to deliver safe anesthesia in any hospital, including where unreliable electricity and shortages of compressed medical gases preclude the use of conventional machines. Our team surveyed the healthcare landscape, identified potential customers, and devised a comprehensive market entry strategy for Gradian’s machine in Zambia, which could result in safer surgical care within the country and elsewhere by enabling the growing company to deliver and maintain devices for those who most need them.
Centre for Infectious Disease Research, Zambia Lusaka, Zambia. An early leader in the fight against HIV/AIDS, non-profit CIDRZ aims to improve health care for all Zambians through research, training, and public health programs. Its partnership with staff and leaders at hundreds of Zambia’s public-sector clinics forms the cornerstone. By developing and testing improvements for clinic pharmacies that could increase efficiency and enable pharmacy staff to better counsel patients with chronic diseases, our project could reduce patient wait times and increase patient adherence to medications, leading to better health outcomes.
BOTH STUDENTS AND FACULTY CAN LEARN FROM PROJECTS
In global health, five focal areas:

with a consistent set of action learning, systems thinking and design approaches
Innovations in teaching

• Problem formulation
• Pivoting, reframing: not linear, not prearranged
• Frequent reporting and/or mentor sessions
• Videoblogging, photojournals, personal letters, reflections
• Alumni and MIT ecosystem connections including on-site interactions and ad-hoc advising
• Collaboration (e.g., with IDEO on design thinking; with McKinsey and Company on mentoring; Google on local events)
• Impact assessment
• Long-term relationships with partners; links to ILP, other Labs, and more
Shining Hope, or SHOFCO, supported an impressive range of activities, including income generation opportunities, a school, and more. The greens that these women prepared may end up in a Shining Hope school lunch or sold, to be eaten with the porridge-like ugali and some chili sauce.

Shining Hope for Communities
2013 | Nairobi, Kenya

In the populous informal settlement of Kibera, SHOFCO tackles extreme poverty and gender inequity. Our team interviewed its clinic staff and patients and tracked patient flows, supply chains, and costs. They developed monitoring tools and other practical materials linked to key strategic issues they had identified: objectives, scope, internal organization, and external positioning.

The SHOFCO clinic. The organization sought to understand how it could improve the clinic’s operations so as to equip the organization for eventual expansion. Students examined specific improvements in clinic management and equipped the organizations with assessment tools.

Founder Kennedy Odedo is an inspiration to many, including the MIT students who worked closely with him on both operational and strategic issues. The team left with a deep appreciation of all that Kennedy and his colleagues were accomplishing in Kibera.
Notes from the classroom: A student team reflects on what they learned from working with a hospice in Kipkaren, Kenya

Dateline: April 22, 2011
Location: Cambridge, MA

Via ghdLAB, a team of four MIT graduate students (all MBA candidates; one also a Masters of Science in Engineering candidate) worked with a faith-based organization, Living Room International, in rural western Kenya this Spring. As our class comes to a close, each team put together a thank-you note to their hosts. The letter below is directly from the students to our partners in this project. Read it to get a real sense of what the students experienced, learned, and hope for, in their own words.

Dear Juli and Allison,

First we would like to reiterate our heartfelt gratitude for all that you did to welcome us into your community. Asante sana sana for giving us a glimpse into your lives and your work and inspiring us to also have such a positive impact on the world.

Before arriving in visit Kipkaren, we were prepared for emotional challenges (we knew a mortuary visit was in order… ) but looking back, we really had no idea what to expect. We certainly did not anticipate becoming so connected with the hospice patients such that when we received your email about Isabella’s death, we were stunned with sadness. It just did not make sense to us—when we met Isabella, we viewed her as a young mother of four who only needed some rest, wholesome food, and her first round of ARVs before she could be strong enough to return home. Beatrice, on the other hand, seemed depressed and weak.

MIT students Dannielle Sita and Barbara
follow up research
Global Health Lab

Instructor(s)
Dr. Anjali Sastri

MIT Course Number
15.507

As Taught In
Spring 2013

Level
Graduate

A medical worker treats a patient in a Rwandan hospital. (Photo courtesy of TheEnda on Flickr. Creative Commons BY-NC-SA.)

Course Description

Course Features

- Lecture notes
- Instructor insights
- Projects and examples
- This Course at MIT

Course Highlights

As part of Action Learning at MIT Sloan, this course relies on experiences both within and outside of the classroom. Resources such as lecture notes and readings help illustrate the learning that takes place on campus, while the sample student projects help represent the on-site work that students conduct in this course.

Course Description

This course pairs faculty-mentored student teams with enterprises on the front lines of health care delivery in sub-Saharan Africa and South Asia. To tackle specific barriers...
2014 GlobalHealth Lab highlights of student projects
317 views • 1 year ago

In 2014 GlobalHealth Lab partnered faculty-mentored teams of MBA and other MIT graduate students with innovative enterprises on the front lines of health care delivery in South Africa, Kenya, Zambia, India, and Bangladesh. This video presents the highlights of the students’ experience.

To tackle challenges identified by each partner, GlobalHealth Lab is built around customized projects in strategy, operations, marketing, and technology adoption. Students work on campus before and after an intensive on-site collaboration in the second half of March.

Read more
BEYOND INCREMENTALISM
AND BEYOND CAMBRIDGE
Business Model Innovation: Global Health in Frontier Markets

Instructor(s)
Dr. Anjali Sastry

MIT Course Number
15.232

As Taught In
Fall 2013

Level
Graduate

Dr. Shree Ram Tiwali takes a tea stop while traveling to make rounds in rural communities of far western Nepal. (Photo by Rob Tinworth for Nyava Health via Flickr. License: CC-BY.)
WHAT WE HAVE LEARNED
What we have learned

• Incredible opportunities to wrestle with critical issues
• Working jointly on problems is a gift, reveals novel insights
• Partners are generous to students
• High level of planning, documentation, and back-office management needed to orchestrate collaborations
• Need to invest in lessons learned
• A vast market for business thinking, action skills, and field experience
Thank you