

Foster

School of Business

UNIVERSITY of WASHINGTON

Entrepreneurship 372/ Honors 230 Grand Challenges for Entrepreneurs

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Course Objectives | How are you going to make the world better in the ways that you think are important? Grand Challenges for Entrepreneurs provides tools to better understand the big problems the world faces and to identify, design and implement effective solutions. In class you'll learn about a wide variety of grand challenges. Using the lens of entrepreneurship, you will also learn frameworks and tools including design thinking, business models and execution strategies to better understand these problems and potential solutions.

This class will be useful to students who want to start their own organizations as well as those who are making decisions about where to volunteer, which companies to work for and where to donate money to support causes they care about. Ultimately, this class will help you understand how to assess whether organizations are effectively addressing problems you care about.

How Will You Learn in this Course? | The key components that will contribute to your learning are your learning teams, class discussions, projects and self-reflection. Your learning team will be a chance for you to get to have more in-depth discussions with a small group of students with an eye to refining your arguments prior to a larger class discussion. Class discussions will focus on applying frameworks to analyze existing entrepreneurial organizations that are addressing grand challenges around the world. For your term project, you will work with a team of classmates to identify an unmet need related to a grand challenge of your choosing and to explore potential solutions. Finally, you will apply frameworks from class to yourself to help chart out how you can maximize the positive impact you will have on grand challenges that matter to you.

Learning Teams | Students will choose 5 person learning teams with which to complete the term project and various aspects of class prep. Your learning team will meet twice during the week. Teams must be formed by the end of the 3rd session. In creating your teams, you should choose classmates who want to focus on a similar topic for the term project. You should also keep in mind the value of having a diverse set of teammates in

terms of performing better on your project. More details on how these teams will be formed and used will be provided in class.

Each week, one of you will act as the discussion leader. The discussion leader's job is to summarize the class prep, guide the conversation, clarify any issues, etc. On the week that you are the discussion leader for your team, you will also submit a write-up that summarizes and synthesizes some of your key insights from the week.

At the end of the course, I will ask each of you to complete peer-evaluations of your team members' contributions to the learning team, and these will factor into your final participation grades.

Class Policies | Students will be evaluated based on contribution to in-class discussions as well as their preparation for class and work on assignments. Think of this as an opportunity to stretch yourself and learn skills like teamwork, public speaking, persuasive writing, and defending your ideas, as well as the fundamentals of the entrepreneurial process. Together, we will create a supportive environment, where taking a stance and expressing new ideas is encouraged.

Given the importance of class participation and its grading, I will do my best to get to know you quickly. I will do all that I can to use class time effectively and ask you to do the same.

Grading Policy and Assignments | Assignments in class will be graded for a total of 100 points as follows:

Individual Grade Components

- Participation (20%)
- Learning Team Write-up (10%)
- Personal Grand Challenge (10%)
- Prototype Assignment (10%)

Team Grade Components

- Creativity Under Constraint (10%)
- Grand Challenge Assignment (40%). **Note this assignment has several deliverables *

Submitting Assignments | All assignments should be uploaded by the date and time indicated on Canvas.

Class Sessions | You should login to Zoom PROMPTLY at 1:30 (or a few minutes early!) for each class session. Most weeks will begin and end with time in your learning teams. Students will be evaluated on their participation in classroom discussions. I will not be grading on "air time", but rather on the quality of the questions and comments each student makes

Course Materials

- Purchase the **course packet** via the HBSP link on Canvas
- All other readings, videos websites etc. are available on the course Canvas website. Simply click on the appropriate session link (e.g. "Session 1") on the home page to be taken to the prep work that should be completed *before* class unless otherwise instructed in the session overview.

Required Class Preparation | All assigned materials for class preparation, including readings, videos, podcasts and study questions are to be completed before the session. All lectures, study questions, assignments, and exams assume a fundamental understanding of many concepts provided by the readings. Consequently, failure to keep up with the assignments will have an adverse effect on a student's grade.

Recommended Materials | Supplementary readings and other materials are suggested that provide additional depth and richness for the topics considered each day. These readings are **not** required. While I hope that you will return to these readings as time permits, you are not expected to have completed the readings prior to class.

Study Questions | Read these questions before you do the rest of each session's prep to help you focus. You should plan on discussing these with you learning teams and come to class prepared to take a stand on them. The study questions are under the "Think About" section on each session page.

Individual Assignments | *These assignments MAY be discussed in teams, unless the assignment explicitly states otherwise.* However, each person must write up their own assignment and submit work which is their own. Submissions should be clear and concise.

Student Submissions for Discussion | I encourage you to send insights and articles related to course discussion topics to me via email. Such contributions can contribute to your individual participation grade and I will acknowledge you as the source.

Meeting with the Professor | Quick questions and clarifications can be asked during the break in class, or immediately after class. If you would like to set up a meeting with me, please email so that we can find a suitable time.

Foster School Undergraduate Code of Conduct

All students will abide by the Foster School's code of conduct which states: I will uphold the fundamental standards of honesty, respect, and integrity and I accept the responsibility to encourage others to adhere to these standards.

- HONESTY: I will be truthful with myself and others.
- RESPECT: I will show consideration for others and their ideas and work.
- INTEGRITY: I will be a leader of character. I will be fair in all relations with others.

By being a student in this course you acknowledge that you are a part of a learning community at the Foster School of Business that is committed to the highest academic standards. As a part of this community, you pledge to uphold the fundamental standards of honesty, respect, and integrity, and accept the responsibility to encourage others to adhere to these standards.

Academic Misconduct | WAC 478-1220-020 of the University of Washington Student Conduct Code states that students are expected to “Practice high standards of academic and professional honesty and integrity.” This means that students will not engage in activities like plagiarism, multiple submissions, (submitting a paper for credit to more than once class), turning in a paper, or part of a paper, that you didn’t write.

Access and Accommodations | Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 oruwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Religious Accommodations | Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/).

_Course Schedule (Click on each link below to go daily prep and assignment overviews)

Session	Date	Link to Prep to Be Completed Before Class	Assignment Due
1	10/1	Course Overview	
2	10/6	Tools for Change 1	
3	10/8	Tools for Change 2	Creativity Under Constraint Assignment Due
4	10/13	Homelessness 1	
5	10/15	Homelessness 2	
6	10/20	Energy 1	
7	10/22	Energy 2	
8	10/27	Food/ Water 1	
9	10/29	Food/Water 2	Pitch Term Project Problem to Class (Grand Challenge Presentation #1)
10	11/3	Environment 1	Prototype Proposal Due
11	11/5	Environment 2	
12	11/10	Global Health 1	
13	11/12	Global Health 2	Pitch Problem + Potential Solution (Grand Challenge Presentation #2)
14	11/17	Medical Innovation 1	
15	11/19	Medical Innovation 2	Pitch Problem + Solution (Grand Challenge Presentation #3)
16	11/24	Team Consults	
	11/26	NO CLASS	Thanksgiving Holiday
17	12/1	Navigating Disruptions	Personal Grand Challenge Plan
18	12/3	Networking	
19	12/8	Grand Challengers	
20	12/10	Course Wrap-up	Pitch Problem + Solution + Execution Plan (Grand Challenge Presentation #4)
	12/18		Final Presentations continued + Grand Challenge Paper Due + Prototype Assignment Due

About the Instructor

Emily Cox Pahnke is an associate professor of Management and Organization and the Lawrence P. Hughes Professor of Innovation and Entrepreneurship at the University of Washington's Foster School of Business. Her research, at the intersection of innovation, entrepreneurship, and finance, focuses on how identifying and acquiring resources impact venture founding, innovation, acquisition, and initial public offerings. Professor Pahnke's research has been published in top management journals including the Administrative Science Quarterly, Academy of Management Journal, and Strategic Management Journal and has been funded by the National Science Foundation, a Schulze Distinguished Professorship, and the Kauffman Foundation. She was recognized as the 2017 Emerging Scholar by the Technology and Innovation Management Division of the Academy of Management and serves on the editorial board of numerous journals. Professor Pahnke holds a Ph.D. in Management Science and Engineering and an M.A. in Sociology from Stanford University as well as M.B.A. and B.S. degrees from Brigham Young University.

Professor Pahnke has won numerous teaching awards at the undergraduate and graduate levels, including the University of Washington Distinguished Teaching award, the most prestigious recognition for outstanding teaching at the university. She regularly consults with startups in the medical device, fintech, retail and consumer goods sectors.

Creativity Under Constraint Assignment Overview*

Often, we view scarce resources as a constraint on our creativity and ability to accomplish our goals. This exercise is designed to help you explore the boundary conditions of these assumptions while trying to create a positive impact. Each team will be given the same resources, and it is up to you how you wish to use them in order to create the most impact on something that you agree is important. You will submit a two-page write up, as well as a single PowerPoint slide that will be presented before our third class session.

Rules |

- Each team will be given **\$5** of seed funding
- Each team can take as much time planning what they want to do with their \$5 to maximize the impact of their exercise.
- You may use any other resources you already have (other than money) to perform the task
- You can go to any location/area to execute you plan
- You only have **TWO HOURS** from the moment you begin to execute your plan to maximize impact.
- You may define and measure “impact” however the team agrees is best.

Push yourself to think creatively and expansively.

Deliverables |

- *Write-up* | Once you have finished executing your plan and **ONLY** then, have **one** member of your team email Professor Pahnke (eacox@uw.edu) and request then write-up instructions.
 - Each team must turn in a write-up (two pages max) about their experience. This must include details on your team process and learnings, how you executed your plan and a description of how you defined and measured impact
- *PowerPoint*
 - Each team must also submit a single power point slide to the google drive link shared with the class on the session page for the due date. Each team will have 90 seconds to show this slide to the class and tell about their experiences.

Due Date |

- One member of the group must submit the write-up to Canvas no later than ½ hour before our third class session.

*This assignment was inspired by and elaborates on an exercise created by Tina Seelig at the Stanford Technology Ventures Program

Learning Team Lead & Reflection Paper

Summary |

In this assignment you will lead the learning on one week's grand challenge for your team. You will serve as the weekly discussion leader and will submit a brief reflection at the end of the week.

Purpose | There are extensive resources on each grand challenge and entrepreneurial topic provided for class. Without pausing to reflect after reading these, it can be difficult to synthesize the information in ways that will maximize your long-term learning. Your learning team will be given time each week to meet to discuss the week's materials for the class. The weekly lead's responsibilities will be to lead the team's discussion and to help your teammates make connections they may have otherwise missed. Think of this as an opportunity to take a deep dive and to become an expert on a particular grand challenge. You will also have the opportunity to synthesize your own takeaways on the week's materials via a short write-up that will be shared with the class.

Components | This assignment consists of two parts: leading a team discussion & a short write up.

Discussion Lead | You will be given thirty minutes during class time to lead your team's discussion. To prepare to do so, carefully read/ view/ listen to each of the required materials for that week's class prep. Pay special attention to the "questions to think about". Come to class prepared to discuss those questions with your teammates and to formulate answers to them based on the prep from class. After your team discussion, we will have a broader class discussion, so you can also view this as a way to help each of your teammates be prepared to make meaningful contributions to the overall class discussion as well. To be clear, you should be reading the materials before each class and thinking about the questions for each session. Being the weekly learning team lead means reading them more carefully and deeply, and when you find things that are interesting or don't make sense, delving into additional materials as needed to help make better sense of them.

Reflection Paper | After doing a deep dive on the week's prep, leading a discussion with your teammates, and participating in class for the week, what has changed about how you think about the week's grand challenge and entrepreneurial topics? Why have your thoughts or opinions changed? When you are assessing grand challenge organizations in the future, how will your learning this week impact how you do so? Have you gained any ideas about how you will impact this grand challenge in the future?

Deliverables | Please submit a 1 page write up on Canvas summarizing your key insights from your experience as the team lead by the beginning of class session after your week ends. For example, if you are the lead on session 4&5 you need to have your write up submitted before Session 6.

Prototype Assignment

Summary | For this assignment you will “level-up” your team’s project by designing and testing a prototype and incorporating the feedback you receive.

Purpose | Through this assignment, you further develop key entrepreneurial skills and improve the quality of your team project. You will also put design thinking principles into practice and will address ambiguity via action, test your ideas in the real world, and modify your group project to reflect feedback received.

Components | This assignment has three parts: prototype, feedback, and write-up.

(1) Prototype

A prototype is a representation of your idea and your plan. It is something you can learn from, experiment with, and show others so they have a sense of your idea and how it works. A prototype can be a physical object, a series of drawings, a website, an app (or a simulation of an app), a skit, a diorama, or anything else that communicates key aspects of your ideas and effectively and efficiently makes those ideas real to people. The purpose of the prototype is communication and experimentation, with the goal of making the idea more real. The underlying motivation is improvement, via work within your team and via receiving feedback from others. It is common to make smaller test-run prototypes that build up to something you show others.

You need to get Professor Pahnke’s approval for your prototype idea before building it. Make sure to keep track of the time you spend on each portion of this assignment.

(2) Feedback

Show your prototype to your team. Iterate on your prototype until you think it reflects your ideas and is something your customer would like (remember the Design Thinking Exercises that we’ve done in class). Then, show it to potential customers and/or experts. Document their feedback. Before meeting with them, think about what questions to ask, what are your goals from talking with them, how you would like to structure the interaction, how to make the time most useful to your team, and what to do with their feedback.

Make sure to get Professor Pahnke’s approval for your feedback plan before meeting with customers/experts (see below)

(3) Final write-up

Answer the questions below and turn them in.

Deliverables

1-Submit a write-up to Canvas proposing what your prototype will be, and whom you will talk to. Maximum length: 1 page (appendices are allowed and are not counted towards the 1-page limit). Due date: **before Session 10**

2-Submit a write-up to Canvas describing what you hope to achieve in your feedback sessions, listing specific questions you will ask, and any other aspects of the feedback. Maximum length: 2 pages (appendices allowed; does not count towards page limit).

Due date: **Before Session 14.**

3-As practice, do a role-playing with someone else from the class, where you show them your prototype and ask for their feedback on the prototype. When you are done, discuss with them how to make the interaction productive at eliciting deep, useful feedback. 2 weeks before assignment

4-After completing the write-up, turn in the prototype itself (if it is possible, videos and pictures are also acceptable)and answers to questions below. Due on the scheduled final date.

Final write-up|

Answer the following questions in 1 – 4 sentences each. Brevity is appreciated; bullet-list answers are fine.

- What is your prototype?
- Critique your prototype: what worked well about it, what could be improved (aspects to add, aspects to remove)?
- Who (what type of person) did you show it to?
- What 1 or 2 comments were the most useful?
- In what ways did you include the feedback in your team project?
- In retrospect, what could you do differently next time to improve the feedback session itself? How did you change the feedback sessions over time – e.g., how was the last one different from the first?

Attach the list of names of people you talked with, including who they are, why they are relevant to your project, and their contact information. For each person, make a bullet list of comments received, and your response to their comments. You should receive feedback from a minimum of five people. You may wish to change the prototype after the first person or two, to include feedback.

At the end of each interview, thank your interviewee! They are kindly offering you their time; please be polite and respectful, stick to your allocated time, and send a follow-up thank you note.

Closing Thoughts |

The purpose of the prototype is to improve your ideas. Talk with all of your teammates about your work on this assignment – before, during, and after you carry it out. The prototype makes the idea more real for you, your teammates, and people you show it to. The prototype and the feedback sessions are a means to an end; gathering new insights that you wouldn't otherwise get, and use them to improve your idea. Have fun and be creative!

Personal Grand Challenge Plan

PURPOSE | This assignment will help you think about what impact you want to make on the world and how you will do it. Push yourself to think long-term and entrepreneurially as you reflect and strategically plan your goals. The point of the assignment is not to set easily obtained goals, but rather to push and stretch yourself. Ultimately, this assignment will help you acquire the knowledge and relationships necessary for success while creating meaningful change.

Your personal grand challenge should include a long-term vision statement about an issue you'd like to try to make an impact on, and a strategy for yourself and your life over the next five to ten years that will position you well. Additionally, you should discuss one "failure" from your past and what you learned from it that will help you to make an impact in the future.

Challenge and Opportunity | What is the grand challenge you want to address? Why do you care about this problem? What solution do you want to attempt?

Step 1 | Assess your current stock of values, skills and relationships. Answer each of these three questions, using the sub questions as additional prompts.

- **WHO am I?**
 - What do you value? What is your purpose and mission?
- **WHAT do I know?**
 - What educational and work experiences do you have? What skills do you have? What hobbies or other interests have you pursued?
- **WHOM do I know?**
 - What skills and resources do your colleagues (work/school) have? Your family? Your friends?

Step 2 | Next, think about how you'd like to develop yourself. Answer the following three main questions, again using the sub-questions as prompts to help you.

- **WHO do you want to be?** What causes are important to you? What kind of impact would you like to have on them?
- **WHAT do you want to know?** What skills and knowledge would you like to develop? What are hobbies and skills that you'd like to become better at or more engaged with?
- **WHOM do you want to know?** What are characteristics and skill sets of people that you'd like to know better? Are your personal networks diverse or homogeneous? How could you increase the diversity and size of your personal network?

Step 3 | Identify the gaps between where you're currently at and where you'd like to be.

- Where are the disconnects between who you currently are and who you want to be?
- Between what you know and what you want to know?
- Whom you know and who you would like to know?

Step 4 | Plan to close the gaps you've identified.

- What are some concrete steps you could take in the *next week* to close these gaps?
- What can you do before you graduate?

Step 5 | Learning from Failure

- What is a failure in the past and what did you learn from it? How can you draw on this if you fall short on the goals you have listed above?

Deliverables | Your assignment should be a **two-page maximum** write-up (bullet points or prose are both fine as a creative submission format) that summarizes **EACH** of the areas discussed above (make sure to mention the failure!)

Due Date | Submit your write-up on Canvas by the date and time indicated on the course website.

Grand Challenge Term Project

Summary | This group assignment lasts the whole quarter and is the largest component of your grade (40%). For this assignment you will select a Grand Challenge problem, identify a customer, user or beneficiary who cares about that problem, and propose a solution.

Purpose | This assignment is your chance to develop and apply entrepreneurial skills to a Grand Challenge problem of your choosing. Working in interdisciplinary teams, you will propose a financially self-sustaining idea to address a real-world problem.

Components | This assignment has three components: the problem definition, solution statement, and an execution plan. The three components are described next in terms of the questions you should answer in that component.

(1) Problem definition

Problem

- What problem are you working on?
- What evidence do you have that this is a problem?
- Who faces this problem?
- Why does this problem persist?

Customer

- Who is your customer?
- Why do they face the problem?
- What evidence do you have that they consider this issue to be a problem?
- Why haven't they solved this problem themselves?

(2) Solution statement

Solution

- What is your solution? How does it work, how does it help the problem?
- What evidence do you have that this solution will help the problem?
- What other solutions did you consider, and why did you pick yours?
- What other solutions exist? Why would your customer choose your solution rather than alternatives? (Often, one major alternative is "do nothing" --- i.e., your customer could elect to ignore the problem.)

Fit

- Why will your customer "buy" your solution? (Why will they care about your solution; and, why will they give money for your solution?)
- Who is the beneficiary, who is the customer? (The beneficiary benefits; the customer pays. Those two roles may be the same person, but they don't have to be.)
- What evidence do you have that your customer/beneficiary will care about your solution?
- How do you make money or make your solution sustainable? (Your idea can take many possible forms. It can be a for-profit or a not-for-profit. It can be a widget, a website, a cooperative, a service, or many other entities. However, it needs to be financially self-sustaining.)

- What are the main assumptions underlying your answers to the questions above?

(3) Execution plan

Next steps

- Your answers to the questions above have many assumptions. How will you test the most important assumptions?
- What additional information would you like, that you have been unable to find?
- If you could do a trial run, what would you do? What if you were limited to resources already at your disposal? What is your “MVP” (Minimum Viable Product – the smallest form of your idea that would demonstrate whether your idea works), and how much would it cost?
- What are the barriers to entry (for you; and, for others) into your market?
- Who would you want to be on your team for your idea to be successful?

Partnerships

- Who are the other players in this space? Who are your key partners, and who are your competitors?
- How will you interact with other players? E.g., how will you attract partners?
- Who will be threatened by your solution? (Bonus: is there a way to get that group on your side, to strengthen your solution?)

Deliverables | The five deliverables per team are four in-class presentations and one written submission, which combine to 40% of your overall course grade. See Canvas Home page for date of each assignment

(1) Presentation #1: Problem definition (i.e., 1A and 1B above). 2 minutes per team.

This presentation is for feedback only; it is not counted towards your grade.

(2) Presentation #2: Problem & potential solution (1A, 1B, 2A, 2B). 3 minutes/ team.

Only the “problem” portion is graded. This presentation is 5% of the final grade.

(3) Presentation #3: Problem & solution (1A, 1B, 2A, 2B). 4 minutes/ team.

Both parts are graded. Presentation is 5% of final grade.

(4) Presentation #4: Problem, solution, execution plan. 5 minutes/ team

All parts graded. Presentation is 15% of final grade.

(5) Written submission: problem, solution, execution. 5 pages max for write up (unlimited pages for appendices with references, data summaries etc.)

Submission is 15% of final grade.

The **written submission** should consist of (1) an executive summary (200 words max), (2) the main write-up (5 pages max), (3) a bibliography that clearly identifies all primary and secondary data and sources you have used in the project, and (4) (optionally) any appendices.

Important components of the grade include articulate, high-quality presentation of ideas in oral and written submissions; novelty of ideas and clear potential for your idea to impact your problem; demonstrated depth of knowledge on chosen topic, including citations that extend beyond Google searches (e.g., you should have citations to peer-reviewed literature, and should have generated new primary data); and strong improvement over time, reflecting modifications in response to feedback.

Data you generate (e.g., survey questions or results, interview questions, summary of secondary data collected) should be summarized in an appendix. Note that **EACH** member of the team should conduct a minimum of **2** interviews for this project.

Note that you can find examples of excellent student projects and papers from previous quarters on Canvas.

I am available to meet with teams throughout the quarter to discuss your ideas and projects. In class, I will also cover any questions/ concerns that you might have and to help you deliver an excellent final project.

Closing thoughts

The purpose of knowledge is to solve problems and improve the human condition. This course aims to teach how to solve real problems for real people. Your term project can be only a class project, but it doesn't have to be --- you have the option to think of it as preparing to launch an impact-focused business venture. You will get far, far more out of the class if you think that way – if you challenge yourself to “make it real”, i.e., to come up with an idea that you truly care about and are passionate to work towards. The benefit of taking yourself and your ideas from this course seriously is that the next time you have an idea you are passionate about – the next time you are motivated to change the world – you will have a template for how to proceed.

Session 1: Course Overview

Quote of the Day

“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.” — *Dr. Seuss in "The Lorax"*

"You mustn't despair! Nothing is impossible!"- *Grandpa Joe in "Charlie and the Chocolate Factory"*

1. Session Overview

Summary: In this session we will cover everything you will need to know in order to be successful in Entre 372/ Honors 230 AND get you started on your first assignment (due in a week!) . Note that each class session will have a page similar to this one under the modules tab. You can find the descriptions of each of the sections below. Begin to familiarize yourself with this, as you will be using the daily prep pages for each session!

2. Session Preparation

This section highlights what you should do **before** each class in order to be prepared for that session

Think about:

What are big problems facing the world that are interesting to you? What skills and experience do you have that might be helpful in addressing these challenges?

Read:

About the [United Nation's Sustainable Development Goals here](#) . Which of them (or other grand challenge problems you're aware of) are the most interesting to you? Which ones do you think are the most pressing? Which would you like to have an impact on? You will be forming term project teams relatively rapidly and having answers to these questions will help you find like-minded teammates.

3. Deliverables

The deliverables section will always highlight the items that are due for each session.

For session 1, please come to class prepared to discuss grand challenges that are important to you- you will be introducing yourself to classmates and should begin to identify opportunities to collaborate based on your shared interests.

4. Additional Resources

The additional resources section is where you will find resources that are **not required** for you to read, but that relate to each session's topics and may be interesting to you.

If you have time, I highly recommend this profile of [Ophelia Dahl](#) . As you read it, think about how she ended up co-founding Partners in Health and how her various experiences in life helped her to do so. What do you think is entrepreneurial about her approach to global health issues?

Session 2: Tools For Change 1

Quotes of the Day

"What is it you plan to do with your one wild and precious life?"--*Mary Oliver*

It doesn't matter how beautiful your theory is, it doesn't matter how smart you are. If it doesn't agree with experiment, it's wrong. --*Richard Feynman*

1. Session Overview

Summary: Your term project for this class will identify a problem and propose a solution. A theory of change represents your description of the current problem, the future state of that problem after your proposed solution is enacted, and how to get from here to there. Too often, people and organizations fail to articulate and examine their theory of change. We will also provide an Overview of Grand Challenge Term Project and give you time to work with your Creativity Under Constraint Project Team

2. Session Preparation

Read:

- [Elements of Value](#) Which of these elements are you and your team incorporating into your \$5 Creativity Assignment?
- Review the Grand Challenge Term Project Assignment
- Watch the "[DIY Toolkit: Theory of Change](#)" 4-minute video

Think about:

You have a theory of change in mind anytime you do something with an outcome in mind: talking to a professor to get a higher grade, discussing with friends what to do next weekend, interacting on social media. Think about a time recently when you sought to change something; what were your assumptions about how to cause that change? Would you know if those assumptions were incorrect? How?

3. Deliverables

Continue to work on finalizing your term project teams. Your team can be different than for your Creativity Under Constraint Assignment team. Find teammates that are interested in the same grand challenges that you are, but that have diverse skill sets and life experiences. Doing so will improve your learning outcomes in this class.

4. Additional Resources

[Wicked Problems: Theory of Change \(website\)](#)

The blogpost [Reflections on a Theory of Change](#).

The free eBook (pdf) [Theory of Change: A Practical Tool for Action, Results and Learning](#), by Organizational Research Services.

Session 3: Tools for Change 2

Daily Quotes

"The way to get started is to quit talking and begin doing." -*Walt Disney*

"Get out of the building" -Steve Blank

1. Session Overview

Summary: You will present your Creativity Under Constraint Presentations to the class. We will explore the key elements of doing researching grand challenges for your term project, including different strategies for collecting primary data. We will discuss how you can be scientific in your approach to analyzing solutions.

2. Session Preparation

Read:

Section 3.3 on Cognitive Biases from "Experimenting in the Entrepreneurial Venture" reading from the Harvard Course Pack. We will be discussing how biases and heuristics can make it hard for you to correctly analyze the data that you collect.

Download "Talking to Humans" it's free. It will be a useful resource for you throughout the quarter. Please come prepared having read the ["10 tips to remember"](#) from it.

Watch:

[Building a product no one wants](#)

[Theory of change in the social sector](#)

Think about:

- What kinds of questions do you need answered in order to evaluate whether or not your term project Idea is a good one? How will you answer those questions? What kind of information will you need to gather? How will you find this information? What is standing in the way of your getting this data?
- What assumptions have you and your team made about your term project so far? Which of these are testable? What are a couple of possible experiments you could do to test these assumptions?

3. Deliverables

You and your team will present your Creativity Under Constraint presentation to the class- you can see the detailed instructions in the Assignments Tab. Please use no more than **1 slide** and take no more than **90 seconds** for your presentation.

4. Additional Resources

- If you'd like to learn more about heuristics and biases from the researchers who pioneered these concepts, consider reading ["Thinking, Fast and Slow"](#) by Daniel Kahneman and about Kahneman & Tversky in ["The Undoing Project"](#) by Michael Lewis
- [The Southern Oral History Program has excellent resources on how to interview people](#)

Session 4: Homelessness 1

Quotes of the Day:

"Poverty is the worst form of violence" - *Mahatma Gandhi*

"Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe" - *Frederick Douglass*

1. Session Overview

Summary: During the next two sessions, we will focus on poverty and homelessness in the US and discuss some of the root causes, as well as some of the solutions that have the potential to help address these issues. We will also discuss what makes a person a good "fit" to address a grand challenge that is important to them.

2. Session Preparation

Read |

"The Bird in Hand Principle; Who I Am, What I Know and Whom I Know" (This is part of the course pack for the course, which you need to purchase via the Harvard Publishing link on the home page). This article will serve as the basis for frameworks that will be foundational in analyzing grand challenge organizations and in helping you to identify which opportunities you should pursue. Read it before class today and be prepared to refer to it throughout the quarter.

Look at the [LavaMae website](#) and understand what they have done and what they are trying to do

Look at the [LinkedIn profile](#) of the founder of LavaMae, Doniece Sandoval.

Watch |

[This video](#) about LavaMae's work

Optional- For the Learning Team Discussion Leader for this week (or anyone that's interested in LavaMae), consider doing a deep dive by listening [to this Podcast episode](#) about LavaMae and its founding.

Think about (and be prepared to discuss with your learning team and the class):

1- What does the Bird and Hand reading say about what people have and need that can help them in entrepreneurial endeavors?

2-Who was Doniece Sandoval when she started LavaMae? What did she know? Who did she know?

3-What do you think is effective about LavaMae and its approach to helping people experiencing homelessness? What opportunities do you see for them to improve or increase their impact?

3. Deliverables |

1- You will be given time to introduce your Grand Challenge Term Project to the class. If you have a rough idea of what grand challenge you want to focus on, please do so. Your introduction can be as creative as you like, as long as it is under 90 seconds.

4. Optional Resources |

[How nutritious is the food that people on food stamps eat?](#)

[Permanent Supportive Housing for Homeless People — Reframing the Debate \(a Invisible People](#)

Session 5: Homelessness 2

Session Overview

Quote of the Day: "I'm a great believer in luck, and I find the harder I work, the more I have of it." *Thomas Jefferson*

1. Summary: We will continue to think about the challenges related to homelessness and possible solutions both in other cities as well as in Seattle. Our first guest speaker of the quarter will be the founder of LavaMae, Doniece Sandoval.

2. Session Preparation

Read:

[Malcolm Gladwell's essay on Million Dollar Murray and Long-Tailed Solutions](#)

Doniece Sandoval has asked that you watch this video about their Covid pivot: [DIY handwashing station](#)

And, if time permits, she recommends her TEDx talk on [Radical Hospitality](#)

Think about

- Do you agree with Malcolm Gladwell's Thesis? Why or why not? What do you think about the concept of housing the homeless?
- What does the concept of radical hospitality mean?
- What do you think the root causes of homelessness are in general? In Seattle?
- What kinds of experiences have you personally had with people experiencing homelessness?
- What are the features of solutions that you think can help decrease homelessness?
- Do you think we will see an end to poverty in your lifetime?

3. Deliverables

- Be prepared to discuss the Gladwell article, based on the questions above.
- Come with at least two questions to ask the speaker

4. Additional Resources

[The Daily Show on Housing the Homeless](#)

Session 6: Energy 1

Quote of the Day | "The future is green energy, sustainability, renewable energy." *Arnold Schwarzenegger*

1. Session Overview

Summary| This week we will focus on the grand challenge of Energy and on one approach to innovation for entrepreneurs and others; Design Thinking.

2. Session Preparation

Watch |

[This Overview of Design Thinking](#)

[This brief video about Mobisol](#) and their efforts to supply power to rural areas in Africa

Read/ Skim|

This [Process Guide to Design Thinking](#). Have a working knowledge of the 5 tenants (Empathize/ Define/ Ideate/ Prototype/Test) before class.

Think About |

- What the elements of Design Thinking that are emphasized in the video about Ideo?
- What kinds of settings do you think Design Thinking might be effective in? Less effective in?
- What aspects of Design Thinking do you notice in the video about Mobisol?

3. Deliverables |

Make sure to have a few sheets of paper and something to write with for an exercise in class today

4. Optional Resources |

[This profile of Tom Kelly , the founder of IDEO here for an overview of Design Thinking.](#)

Much of the world relies on wood-powered cook stoves to prepare food. The smoke from these fires has significant and negative impacts on those who use them. You can learn more about this problem, and about potential solutions from the following sources:

[Health issues associated with cook stoves \(and the need for more data\) Links to an external site.](#)

[Cook stove Pollution Summary Links to an external site.](#)

[Solar Power Lanterns in India](#)

Session 7: Energy 2

1. Session Overview

Summary: We will continue to discuss issues related to energy and will be joined by the founders of [Drift](#), [Greg Robinson](#) & [Ed McKenzie](#)

We will also discuss your own energy consumption-- where it's from, how much we use, what it costs, and what the opportunities for entrepreneurs are. Energy is a great sector to think about how entrepreneurs can connect with potential customers. This is because each of you consumes energy from a variety of sources.

2. Session Preparation

Read |

The Guest Speaker's LinkedIn Bios (see above)

[Fossil fuels and renewable energy in the US](#)

[Solving problems of energy during Covid](#)

Look at the [Seattle City Light webpage](#) on low-cost ways to save energy

Watch |

[Drift x Budweiser Superbowl](#)

Optional Reading on this partnership [here](#).

[The Grid: The Fraying Wires Between Americans and Our Energy Future](#)

Think About |

- What kind of power source (e.g. coal, wind etc.) are you most reliant on personally?
- Why would Budweiser want to showcase their use of Wind Power?

3. Deliverables |

- Write down 1-2 questions for the guest speakers

4. Optional Resources

[Downloadable home energy audit](#)

[Data on energy use](#)

U.S. Energy Information Administration [Annual Energy Outlook 2020](#).

Session 8: Food & Water 1

Quote of the Day |

"The war against hunger is truly mankind's war of liberation." --John F. Kennedy

1. Session Overview

Summary |

We will be discussing some of the issues related to food and water in the US, with a focus on college campuses.

2. Session Preparation

Read |

- The Introduction + Sections 2.1 & 2.3 (read Step 1 & Step 2 of this section- we will look at the others another day). Pay careful attention to the questions in the "Customer Value Proposition" in Exhibit 2 from the "Experimenting in the Entrepreneurial Venture" reading in the Harvard Coursepack
- Explore the following approaches to addressing food insecurity and hunger on college campuses: [Addressing food waste](#), [Meal Matchup](#), and [UW's food pantry model](#). What makes these solutions more or less effective? What is the unmet customer needs each is meeting?
- What do you think of the approach that companies like [Imperfect Produce](#) are taking to reshape consumer's preferences? Will this effectively reduce food waste?
- This tool allows you to identify where [food deserts](#) are located. Play around with the filters on the tool. Note where you are surprised to find food desserts. If you don't know what a food desert is, [read here](#).

Think about |

- What problems are students trying to solve when they turn to a service like UW Meal MatchUp? Push yourself to go beyond hunger (which is important and a big driver). What else?
- What do all of these solutions have in common? Where do they differ?
- What are the areas for improvement in existing solutions to hunger and related issues on college campuses?

3. Deliverables

- None today-

4. Optional Resources

[USDA Food Access Research Atlas provides insights into food availability](#)

[WA Food Coalition](#)

Session 9: Food & Water 2

Quote of the Day | "We know that a peaceful world cannot long exist, one-third rich and two-thirds hungry." -- *Jimmy Carter*

1. Session Overview

Summary: We will discuss some of the global issues regarding food and water supply. In particular, we will talk about how access and affordability vary widely. [Madison Holbrook](#), UW alumni and co-founder of Meal Matchup will be our guest speaker.

2. Session Preparation

Read |

Browse [Madison's website](#) to learn about her work on Meal Matchup.

The World Food Program was awarded the 2020 Nobel Peace Prize. Read about the award and their work [here](#). Why was their work providing food considered worth a Nobel for Peace?

[Look at the Global Hunger Index](#). Where are the most urgent crises related to food shortages located?

Browse [Unicef's site](#) on Water, Sanitation, and Hygiene (WASH). What current crises (and where are they located) seem most acute?

Think about |

- Come prepared to ask Madison about her experiences at UW working to address student hunger.
- What are the biggest issues currently facing the world outside of the US related to water and food supply? How are those the same or different from the issues faced in the US?
- What is food security?
- How has farming and food production changed in the last 15 years? How are the answers to these questions similar/ different compared to the US?

3. Deliverables

You will be presenting the problem you are working on for your term project. See last year's group presentation for an example

4. Optional Resources

Browse [Nature's website](#) on GMO's
[NYTimes Archives on GMOs](#)
[Can GMO rice provide enough vitamin A for children?](#)

Session 10: Environment 1

Quotes of the Day:

"The eyes of all future generations are upon you. And if you choose to fail us, I say - we will never forgive you." - *Greta Thunberg* at the UN Climate Summit, New York, 23 September 2019

"I want you to act as if the house is on fire because it is." - *Greta Thunberg* at the World Economic Forum, Davos, 24 January 2019

1. Session Overview

Summary:

We will begin our discussion about the environment and climate change. What organizations are attempting to address the root causes and the symptoms? What are they doing well? What can be improved? What kind of involvement is needed from for-profit businesses in order to address climate change?

2. Session Preparation

Browse |

[NASA Maps to help visualize climate change](#)

[National Geographic resources on climate change](#) choose 1-2 links to click on and read. Be prepared to share your choices and what you learn with your classmates.

Look at the bi-annual [New Climate Economy report](#) (an international collaboration). In what ways can business help the climate? Which of their suggestions is most compelling to you?

Watch |

[Jennifer Morris: A Call for Environmental Entrepreneurs](#)

[Vinod Khosla](#), legendary entrepreneur and investor on what is needed to impact climate change.

Choose **1** video from the Ted Talk highlights on climate change from [here](#) to watch. Which one did you choose? Why? What did you learn from it? Make sure to report to your learning team (and mention your comments in class) which video you watched and what you learned from it.

Think about |

What effects of climate change have you heard about or observed first hand?

What are the key disagreements among scientists about climate change?

What (if anything) was surprising to you from the materials you prepped for today?

Given that many people are concerned about climate change, what are the barriers to addressing it on the individual, community, and global levels?

For each organization that you learn about this week, push yourself to ask yourself what their business model is (remember the definition of business model from Alexander Osterwalder we discussed in class: "A business model describes the rationale of how an organization creates, delivers, and captures value (economic, social, or other forms of value)")

3. Deliverables

Today's prep is unusual in that each student has the option to choose different readings and videos. Because of that, it's imperative that you come to class prepared to share what you looked at and what you learned with your classmates.

4. Optional Resources

[How to Save a Planet Podcast](#)

Mit Sloan Article "[Corporate Sustainability at a Crossroads](#)"

[Business Council on climate change](#)

[Business Action on climate change](#)

[McKinsey report on business and climate change](#)

[This American Life Episode "Hot in My BackYard"](#)

Session 11: Environment 2

Quote of the Day |

"If all the beasts were gone, men would die from a great loneliness of spirit, for whatever happens to the beasts also happens to the man. All things are connected. Whatever befalls the Earth befalls the sons of the Earth." - *Chief Seattle*

1. Session Overview

Summary: You will be making your second presentation to the class. We will also discuss some of the intersections of environmental issues with other grand challenges. [Dr. Paul Cox](#) from the Brain Chemistry Labs and the founder of [Seacology](#) will be our guest speaker. We will discuss the advantages of different kinds of organizations in addressing grand challenges.

2. Session Preparation

Read |

Spend some time looking at [Seacology's](#) website and recent projects. Which are most interesting to you?

How does the [Seacology Prize](#) support indigenous conservation efforts?

Look at Seacology's [most recent annual report](#). What does it tell you about their impact? Based on the data, how sustainable is Seacology? What additional information would you need to decide to volunteer, apply for a job or donate money to them?

Think about and be prepared to discuss |

- What types of organizations are best at impacting climate change? Not-for-profits? Non-Government Organizations? For-profit businesses? Other types of organizations?
- Why do you think that?
- What does each of these types of organizations do well? Less well?
- How can you assess whether a grand challenge organization is achieving its goals? What kind of information would you want? How might you find it?

3. Deliverables

- Write down 1-2 questions for the guest speakers

4. Optional Additional Resources

[Environmental organizations in Washington](#)

[Can this small company stop climate change? Links to an external site.](#)

[Arctic Ice Makes Comeback from record low](#)

[Sustainability's Next Frontier](#)

Session 12: Global Health 1

Quotes of the Day |

"I can't show you exactly how healthcare is a basic human right. But what I can argue is that no one should have to die of a disease that is treatable" - *Paul Farmer*

"We need a complete restructuring and realignment of the global architecture that will fundamentally support integrated health systems in countries." - *Mark Dybul*

1. Summary | We will consider medicine and healthcare in developing countries. We will be discussing innovations that make healthcare delivery and solutions more accessible around the world. We will also discuss the people and organizations that develop these solutions, and how they make effective solutions "stick", as well as some of the barriers to effective implementation.

2. Session Preparation |

Read |

[Slow Ideas: Some innovations spread fast. How do you speed the ones that don't](#)

Watch |

Listen to Paul Farmer speak about healthcare as a human right (see optional links below if you are interested about his work- and also the Ophelia Dahl article from session 1) <https://www.youtube.com/watch?v=xJpZnUjtorI>

Chip Heath on Making Ideas Stick (starts at about 30 seconds) <http://www.youtube.com/watch?v=DihSVGVTMvE>

Questions to Think About & Be Prepared to Discuss |

Do you agree with Paul Farmer that healthcare is a human right?

How can grand challenge entrepreneurs make ideas stick? Why do good ideas sometimes fail? In answering this question, make sure to draw on the "Slow Ideas" reading and on the videos.

For the grand challenge that you are interested in, what do you think are the key activities needed to make your ideas "sticky" (that is, win over support from users, customers, employees, donors, governments, etc.

3. Optional Additional Resources

[Partners in Health](#)

["Mountains beyond Mountains" Paul Farmer and Partners in Health](#) (great read over your next break). If you'd prefer a long essay read this [Profile of Paul Farmer.](#)

Session 13: Global Health 2

Quotes of the Day |

“We like to be the “discoverer” but the day of superman and superwoman is gone, it’s all about alliances, teamwork and collaboration going forward...partnership.” - *Margaret Chan*, Former director general of the WHO

1. Summary | We will continue to discuss global health & you will present your 2nd term project presentation to the class. We will also hear from [Saara Romu](#) who has had extensive experience working with global health organizations.

2. Session Preparation

Read |

[2020 annual letter from Bill and Melinda Gates.](#) Obviously, a lot has changed with Covid-19 since the letter was written- but there is a lot of good news in the letter! _

Questions to Think About & Be Prepared to Discuss |

Outside of Covid-19, what are the big global health challenges that you think should be prioritized?

What kinds of organizations need to collaborate and coordinate activities in order to improve global health outcomes? What are the strengths and weaknesses of these different kinds of organizations?

Our speaker, Saara Romu has suggested that you look at this: [COVID burden on women](#)

Deliverables

- You will be presenting your problem + your solution to the class (for 5% of the grade).

4. Optional Additional Resources

[Supply Chain to the rescue?](#)

[Eliminating preventable blindness](#)

[Crowdfunding takes on hunger, health, human rights](#)

[Backpack-equipped Healthcare Workers make a difference in Rio](#)

[Drug firm seeks cures over cash / S.F. nonprofit wants to help poor nations](#)

Session 14: Medical Innovation 1

Quotes of the Day |

“America's health care system is neither healthy, caring, nor a system.” - *Walter Cronkite*

1. Session Overview

Summary |

In this session, we'll discuss the state of healthcare in the US, its costs, its benefits, and some of the issues surrounding it. We will also consider the ecosystem of organizations that healthcare is delivered in and think about what kinds of partnerships are needed to effectively address grand challenges.

2. Session Preparation

Read |

[Why the US spends so much more on healthcare than other countries](#)

This [New York Times article](#) on the cost of colonoscopies

Think about |

There are several arguments used to justify the high costs of healthcare in the US. Many of these are based on the economic concept of market incentives. In particular, people argue that drug companies and other innovators face such high failure rates and development costs that they would not invest in innovation if they could not reap substantial profits on the small percentage of their projects that reach the market.

- Do you buy these arguments?
- What are the limits of these arguments?
- What assumptions underlie them?

3. Additional Optional Resources

[Is this good business?](#)

[Big Pharma's costs to bring drugs to market](#)

[Affordable care for those still uninsured](#)

Session 15: Medical Innovation 2

Quotes of the Day |

"The American people remember the old adage that an ounce of prevention is worth a pound of cure. Health insurance reform must make health care more than just sick care. [It] must improve the health of our nation by investing in critical prevention and wellness initiatives that help keep Americans healthy and out of the hospital in the first place." - *Michelle Obama*

1. Session Overview

Summary |

In this session, we'll discuss innovations in medicine with [Jeffery Roh](#), the founder of [Intuitive X](#).

2. Session Preparation

Read |

Please look at the guest speaker's LinkedIn Bio and website

Think about |

What kinds of innovation in medicine do you think are most needed currently?

What should the role of government vs. private enterprise in investing in these innovations?

What are two things you'd like to ask the guest speaker?

3. Deliverables

You will be making your THIRD term project presentation to the class. Please see instructions under the "Assignment" tab and make sure to submit your slides on Canvas.

4. Additional Optional Resources

This [Malcolm Gladwell article](#) on drug discovery
[The Future of Medicine](#)

[The Drug Development Process](#)

Session 17: Navigating Disruptions

Quotes of the Day |

A time of crisis is not just a time of anxiety and worry. It gives a chance, an opportunity, to choose well or to choose badly. - *Desmond Tutu*

In times of crisis, people reach for meaning. Meaning is strength. Our survival may depend on our seeking and finding it. - *Viktor Frankl*

1. Session Overview

Summary |

The world is undergoing an unprecedented crisis due to the Covid-19 virus and all of the disruptions to our lives. In today's session we will hear about how a few Grand Challenge Entrepreneurs are adapting to this crisis. We will also discuss some research on how entrepreneurs can respond to disruptions.

2. Session Preparation

Read |

Please read our panelist's bios and familiarize yourself with their organizations: [Regina Elmi](#), [Aurora Martin](#) & [Sandhya Nakhasi](#)

Think about |

What are the biggest disruptions to organizations you're interested in that you've seen during Covid?

What are effective adaptations that you've seen?

3. Deliverables

Please come prepared with a question or two to ask the speakers

Your Personal Grand Challenge Assignment is due before class.

4. Additional Optional Resources

The Strategic Entrepreneurship Journal asked scholars to revisit important research in entrepreneurship and to apply their insights to the Covid-crises. The introduction to the special issue (which summarizes the research papers) can be [downloaded here](#).

The Strategic Management Journal undertook a similar effort- you can read the introduction the special issue [here](#).

You can access all of the articles in these issues for free by using the UW library proxy (since UW has subscriptions to these journals)

Session 18: Networking

Quotes of the Day

"Know where you want to go and make sure the right people know about it."

- *Meredith Mahoney*

"Don't worry about the level of individual prominence you have achieved; worry about the individuals you have helped become better people"- *Clayton Christensen*

1. Session Overview

Summary |

Your team will be paired with a mentor who will help you with your term project. The goals of the session are to get perspective on your project and to help you cultivate a network of other people who are interested in changing the world for the better.

2. Session Preparation

Think about |

What decisions are you trying to make about your education and career path? How can learning about the courses that others have charted benefit the decisions you will be making?

What kinds of uncertainties and questions does your team still have about your term project?

3. Deliverables

Come to class as a team with a way of presenting your project to your mentor (you might even consider giving your presentation) and with a few questions to ask them about it.

4. Additional Optional Resources

There are reasons it is considered a classic: [How to Win Friends & Influence People Networking for Introverts](#) from HBR

[How to find the right mentor](#)

Session 19: Grand Challengers

Quotes of the Day|

"Success isn't about how much money you make; it's about the difference you make in people's lives." -- *Michelle Obama*

1. Session Overview

Summary| In this course we've covered topics from homelessness to global health. At the same time we've discussed entrepreneurship concepts such as design thinking, customer development, hypothesis testing and pivoting, target customers, and competition. In this session we'll review some of the highlights and celebrate all your hard work

2. Session Preparation

Read OR Watch (choose one or the other) |

Read Clayton Christensen's HBR article, "[How Will you Measure Your Life](#)" or you can watch his [TedX talk on it here](#) - note that the video is slightly different than the article and that Professor Christensen had suffered a massive stroke the year before and had to completely relearn how to speak.

Think about |

As someone who is interested in Grand Challenges, it will be up to you to decide how you will focus your efforts and energy, and how you will measure your successes. Which of the quotes, speakers, readings and grand challenge entrepreneurs you've learned about have been most inspiring to you? How will you apply what you learned from them in your own career and life?

3. Deliverables

Please plan on sharing briefly about one individual or organization that is inspirational to you in terms of their positive impact on a grand challenge. No need for slides

Come prepared to discuss and evaluate your own participation throughout the quarter as well as that of your teammates and classmates.

You will be given time to evaluate the course using the online course evaluation system *during class*. Your feedback will be extremely valuable in ensuring the best possible experience for students in the future.

4. Additional Resources

Guy Kawasaki on [making meaning](#). How do you want to make meaning via the work you do?
[Thirsting for a life of service](#)
[9 ways the world is better than ever](#)

Session 20: Course Wrap Up

1. Session Overview

Summary: In this course, we've covered topics from homelessness to climate change to global health. At the same time, we've discussed a wide range of entrepreneurship concepts such as design thinking and assumption testing. In this session, we'll review some of the highlights and celebrate all your hard work.

2. Session Preparation

Watch:

Guy Kawasaki on making meaning: How do you want to make meaning in your life?
[Factors that enable happiness](#)

Think about: What articles, videos, or websites have you enjoyed most this quarter? If you had to pick two to recommend to friends, which would they be? Why?

3. Deliverables:

Your team will be doing your final presentation on your term project grand challenge.

4. Additional Resources

[Thirsting for a life of service](#)

[12 ways the world is better than ever](#)