Syllabus

MGMT 715 – POLITICAL AND SOCIAL ENVIRONMENT OF THE MULTINATIONAL FIRM

Fall 2016   *<<<FINAL VERSION – OCTOBER 2016>>>*

Aline Gatignon
Assistant Professor of Management
Phone: 215-898-9368   OH: by apt.
Email: galine@wharton.upenn.edu   2015 SH-DH

COURSE OBJECTIVES

How can you develop beauty products using plants located in areas that only local communities can access, when there is no legal framework for employing members of these communities and there are no collective production processes in place? How can you deliver your products when only road transportation is available but experienced truck drivers are succumbing to HIV&AIDS and they don't have access to healthcare? How can you sell your products when there is no retail infrastructure, capital is hard to come by and potential distributors have had no basic education?

This course will teach you to manage effectively in challenging political and social environments, specifically (although not limited to) emerging markets – places where the institutional infrastructure (access to capital, labor, talent and vertical intermediaries) is too weak to adequately support firms' development, but where opportunities to do business abound. The ability to engage diverse groups of stakeholders – not only customers and employees, suppliers and distributors, but also politicians, non-profit organizations, and local communities – is key to navigating these challenges. The class will provide students with an integrative perspective towards managing political and social risks through a combination of practical tools and the latest academic thinking on this topic.

Students in this class will learn to protect and create value for the firm by engaging with external stakeholders to address critical socio-political challenges in emerging markets. By the end of the course, they will know how to: 1) exercise due diligence to insulate the firm from political risk, 2) engage stakeholders to earn a social license to operate, 3) integrate stakeholder-based initiatives into their financial management and organizational structure, and 4) leverage partnerships with public and non-profit organizations to foster organizational learning.

The format will include lecture, case discussion, in-class debates, Q&A with guest speakers and an integrative computer-based crisis management simulation custom-designed for this course.

COURSE OUTLINE

We will begin with an introductory session that expands the environment of the firm beyond the boundaries set out in traditional strategy models (e.g., Porter's five forces), to encompass a broader range of social and political actors and issues that can affect its operations. The course will then be divided into four modules, each of which introduces analytical tools to deal with different facets of socio-political issues that firms may face in their operations:

- Due Diligence: Stakeholder Mapping tools
- Earning a Social License to Operate: Participatory Stakeholder Engagement

- Integration into Core Operations: Financial Valuation and Organizational Structure
- Organizational Learning: Cross-Sector Partnerships

As we move from one module to the next, our focus will shift from protecting shareholder value towards creating value for the firm and a broader set of stakeholders simultaneously. This implies moving from short-term risk mitigation strategies to long-term investment perspectives. Accordingly, the depths of engagement that will be required from the firm will increase, and the tools we cover will move from power and influence-based mechanisms (module 1), to participatory engagement (module 2), to deep-seated changes in the structure and identity of the firm (modules 3&4).

ABOUT THE INSTRUCTOR

Aline Gatignon is an Assistant Professor of Management at the Wharton School, The University of Pennsylvania. She received her Ph.D. in Strategy from INSEAD and previously received a M.A. in Development Economics and a B.A in Political Science from the Paris School of Political Science (Sciences Po).

Her research explains how firms can collaborate with public and non-profit sector organizations to create public and private value in emerging markets. It connects individuals, the organizations they belong to and the institutional environments they operate in. The empirical settings that she studies include cosmetics and banking in Brazil, logistics and healthcare partnerships in Africa, Latin America and Asia and environmental non-profits operating globally.

Aline Gatignon's research and pedagogical case studies on this topic have been recognized with several awards, including the Strategic Management Society Best PhD Paper Award and the European Foundation for Management Development case study competition award (multiple years running). She has led workshops on partnership management with multinational organizations such as TNT and inter-governmental organizations such as the United Nations World Food Program. She has also taught this topic in Executive Education programs for Brazilian CEOs and Executive MBA participants at INSEAD, as well as for undergraduates from the 'Ecole des Ponts' and doctoral students from Sorbonne University.

CLASSROOM EXPECTATIONS – CONCERT RULES APPLY

- Class starts and ends on time
- Sit according to the seating chart.
- Late entry or reentry only under exceptional circumstances
- Name tents displayed

PLEASE NOTE: *Students are expected to attend all classes and must attend their assigned sections.* As per Wharton's policies, excused absences are defined as a *documentable* personal or family illness (*i.e.*, you must provide a doctor's note), and religious observance for observant students. Absences due to job interviews, career pursuits, non-documentable illnesses, or travel are unexcused. Each unexcused absence will adversely affect your participation grade.

ASSESSMENT

Assessment for regularly attending students will be based on:

(1) Participation and engagement (30%)
(2) Team simulation score (10%).
(3) Class project (60%, composed of 30% individual and 30% group scores).

These 3 components of your course grade are discussed in more detail below:

(1) Participation and engagement (30%): this score is composed of your contribution to class discussion (20%), answers to polls (5%), and one YellowDig post (5%)

Contribution to class discussion: I expect a high-level of interactive and integrative discussion in every class. You should carefully prepare for each class, contribute productively as well as listen carefully to others. The emphasis on case analysis makes it crucial that preparation for and participation in class is of consistently high quality. Please consider the following guidelines for high quality class participation:

- Relevance: Are your comments clearly related to the case and to the comments of others?
- Advancement: Does your comment move the class discussion forward? Does it take the discussion farther or deeper than the previous comments?
- Fact-Based: Have you used specific data from the case, from conceptual or background readings, or from personal experience to support the assertions that you are making?
- Logical: Is your reasoning consistent and logical? Do you use concepts correctly?

Polls: To help you prepare I have included discussion questions for each class and online polls related to the *bold italicized discussion questions.* For in-class polls, you will be asked to record your response during class using the 'Poll Everywhere' application. In a few instances (indicated in the syllabus), I ask that you submit your poll responses through Canvas by 9pm the day before the class, in order to send guest speakers your questions so that they may prepare in advance or because some polls require additional processing on my part to integrate your responses into the class. If you answer the poll, you may be called upon to justify your answer.

YellowDig: At least once during the semester, you must post to YellowDig a short (150-word) discussion with external link(s) to a best or worst practice example of stakeholder engagement. Alternatively, you may choose to comment on / discuss (also in 150 words) an example posted by your peers. Examples might include the use of stakeholder mapping & analysis, measurement of the financial returns to stakeholder engagement, efforts to build personal relationships with external stakeholders, adaptive learning systems that build trust with external stakeholders, effective communication strategies with external stakeholders and mindsets or organizational cultures that clearly prioritize long-term creation of value for shareholders and stakeholders. I will try to highlight some of the most relevant material, debates and tools in class discussion.

A lack of participation in polling, discussion and other in-class exercises can result in a score of 0 out of 30% for participation. Frequent but low quality participation and/or distracting behavior (e.g., use of internet or PDAs, side conversations, late entries, early departures…) hinders our progress and will also be penalized.

(2) Each student will be randomly assigned to a 3-5-person team whose collective performance in the KEROVKA crisis management simulation, measured by the change in their company's share price as compared to peer teams, will constitute 10% of each team member's course grade. NOTE THAT STUDENTS WHO ARE ABSENT FOR THE SIMULATION WILL NOT BE ABLE TO RETAKE IT AT ANOTHER TIME.

(3) Class project (60%): self-selected teams consisting of no fewer than three and no more than six students (preferably maximizing diversity in background, functional expertise, major…) will identify a corporation facing a political and/or social challenge in a specific country at a specific point in time. Each team will develop a proposal to address this challenge, comparing two strategies that both hinge on engaging with external stakeholders and offering a final recommendation of which strategy to pursue. Groups can be composed of students from different class sections.

The class project score consists in a group evaluation (30%) and individual evaluation (30%), divided as follows:

- Group evaluation: the team collectively submits a paper proposal outline (5%) and final team paper submission (25% but the grade can be distributed unevenly across team members based on the relative strength of their individual component), which together count for 30% of each team member's course grade. Team paper outlines should introduce the context you have chosen (company, country, time period and socio-political issue) and the two strategies you will be analyzing in your paper. More thorough outlines elicit more helpful feedback.

- Individual evaluation: each team member completes *one* of the individual components of the final team paper as described below, which counts for 30% of that team member's grade for the class. For teams of more than 3 people, two team members can work on the same individual component but each should analyze *one* of the two proposed strategies.

Eight basic components should be found in the submitted paper:

i. An unnumbered **title page** that identifies all team members and the individual components they worked on (e.g.: Jane Smith, Stakeholder Mapping, Strategy A). The title page should also contain an executive summary laying out the socio-political problem, how it affects the firm, the two strategies and which one you are recommending.

ii. An **introduction** that identifies a specific company and a specific social and/or political challenge that it faces along with the root causes of this problem, that clearly involves a (potential) conflict with a set of external stakeholders, and a brief description of the two strategies (~2 pages);

iii. **Individual Component I - Stakeholder mapping**: Use your choice of stakeholder and issue mapping tools (e.g., power X salience, Salience X SLO, power X salience X SLO, issue map, stakeholder network, issue network or stakeholder-issue network) to generate insight into the degree of stakeholder support for each of the two strategic options. Stronger insight is typically provided by complementary visuals and textual analysis of the assumptions and data input that generated those visuals;

iv. **Individual Component II - Stakeholder engagement:** The discussion of key aspects of implementation of the recommended strategy including:
   a. Mechanisms to build interpersonal trust with external stakeholders identified above;
   b. Mechanisms to engage these external stakeholders in specific initiatives and/or cross-sector partnerships;
   c. Mechanisms to effectively communicate the goals, design and implementation of these initiatives;
   d. Mechanisms to insure internal organizational support for these initiatives.

v. **Individual Component III - Financial Valuation:** An assessment of the relative financial impact of these proposed strategies, possibly including the use of the FVTOOL. This assessment should culminate in a specific actionable recommendation and an attempt to identify the key assumptions of contingencies that impact this recommendation.

vi. Succinctly **summarize** the key takeaways of the case: which strategy would you recommend, under which conditions would you alter your recommendation, and what lessons can other firms facing similar challenges take from your analysis and recommendations? (2-3 pages)

vii. A list of **references** that includes both secondary (newspaper or magazine) and primary (company newsletter, press release, annual report, company internet site or conversations with individuals familiar with the corporate response to the strategic choice) sources. Please provide enough information so that a reader can easily find the reference.

viii. A set of **exhibits** that complement your written analysis.

Your final submission should be between 14-21 pages long for teams of 3 (+3-5 pages per additional team member), excluding references and exhibits. Page lengths described for each component are suggestions of a normal distribution across sections only and should not be considered binding if your topic merits relatively more/less detail in a given section. However, the complete paper must fall within the page limit and formatting requirements described above. Text should be double-spaced with 1" margins in a 12-point times new roman font. References, and exhibits (i.e., tables, charts and figures) do not count towards the page limit but should be used only when they complement the text.

Examples of exceptional papers will be provided on Canvas. Please note that the course assignment evolves each year so past exemplars may not follow the structure above.

Resources to aid you with your background research include:
- Country-level
  - World Economic Forum Global Competitiveness Report
  - Economist Intelligence Unit Country Reports
- World Bank
  - Doing Business Guides
  - Business Environment
  - Investment Climate
  - Investing Across Borders
  - Enterprise Surveys
  - Private Sector Data
  - Governance Indicators
- United Nations
  - Foreign Direct Investment Report
  - Investment Prospects
  - Transparency International Corruption Perceptions
  - Business Monitor International
  - CIA World Factbook
  - Heritage Institute Index of Economic Freedom
  - IHS Global Insight
  - ISI emerging markets
  - Factiva
- Industry- and Firm-level
  - Business Monitor International
  - Euromonitor
  - Orbis (includes Datamonitor)
  - EBSCO Business Source Complete
  - ISI emerging markets
  - Factiva
  - PROMT
  - Proquest Annual Reports

ETHICS AND USE OF PRIOR MATERIALS

PLEASE NOTE THAT ANY QUOTATIONS OF LONGER THAN A PHRASE MUST BE EXPLICITLY NOTED IN THE TEXT. INSUFFICIENT ATTRIBUTION TO EXTENDED QUOTATIONS FROM EXTERNAL SOURCES WILL RESULT IN FORMAL CHARGES OF PLAGIARISM TO THE OFFICE OF STUDENT CONDUCT. IF YOU HAVE ANY QUESTIONS ON

POLICY, SEE http://gethelp.library.upenn.edu/PORT/documentation/plagiarism_policy.html

FEEDBACK

I encourage anyone with specific or general questions regarding the course structure, content or discussions to set up an appointment with me and/or to contact me via email or phone. There will be a mid-course evaluation whose results I will present in class. Students are also encouraged to sign up for lunches with the instructor and guest speaker.

SUMMARY OF CLASS SESSIONS

1. **Conceptual Introduction (10/25/16)**

Module 1: Performing Due Diligence through Stakeholder Analysis

2. **Introduction: Power Trip or Power Play in the Republic of Georgia (10/27/16)**

Readings: Henisz, W.J.; Zelner, B. (2006) "Power Trip or Power Play: AES-Telasi (A & B), Wharton Publishing

Discussion Questions
1. What did Scholey and AES-Telasi do differently in the (B) case? Why?
2. What were the strengths and shortcomings of the strategy of Michael Scholey in the (B) case?
3. *In-class poll: What changes to Michael's strategy (if any) would you recommend that Ignacio Iribarren (Michael Scholey's successor) implement upon his arrival?*
    a. Stem the losses. Balance the books. Shareholders can't act as a development agency.
    b. Quit while you're ahead. It's an investment that should never have been made. Don't throw more money away.
    c. Play the long game. Stay the course. The short-term losses are worth bearing.

3. **Stakeholder Mapping Tools (11/01/16)**

Readings:

> Henisz, W.J. (2014) "Due Diligence: Mapping and Analysis of Your Stakeholders"

> GIST User Guide

Please bring your laptop to class for this session.

Module 2: Earning a Social License to Operate through Participatory Stakeholder Engagement

4. **Trust-Building: the Tintaya Copper Mine (11/03/2016)**

Readings

> Breaking Ground: Engaging Communities in Extractive and Infrastructure Projects (World Resource Institute) **OR** "Social License to Operate," by Ian Thomson and Robert G. Boutilier, SME Mining Engineering Handbook, Chapter 17.2.

Kasturi Rangan V.; Barton B. and Reficco E. (2012) "Corporate Responsibility & Community Engagement at the Tintaya Copper Mine (A)" Harvard Business School Case 506-023

Discussion Questions
1. What are the core elements of community engagement or consent processes?
2. Do they matter? Why?
3. In-class poll: Do you believe that the application of these processes made a difference in the Tintaya mine? Why or why not?
   a. Some situations are hopeless. They should take this opportunity to exit Peru.
   b. They could have if they hadn't made so many mistakes in implementation. What they didn't wasn't enough.
   c. Despite the mistakes, I believe that they earned the trust of the local stakeholders and this will pay off in the long term.

5. Crisis Communication: Rosia Montana (11/08/2016)

Readings

   Zorilla, Carlos (2009) "Protecting Your Community Against Mining Companies and Other Extractive Industries"

   Henisz W.J., Popa S., Gray T. (2009) "Rosia Montana: Political and Social Risk Management in the Land of Dracula (A)", Wharton Publishing

Discussion Questions
1. Does the Rosia Montana mine have political and social support? From whom?
2. Given the political, economic and social environment in Romania in the mid-1990s, did Gabriel Resources management teams follow a well-designed strategy for the exploitation of the mine in the (A) case? Why or why not?
3. Imagine you are an NGO activist seeking to derail the project. Outline your strategy. There is no poll for this session but your answers to this question will be valuable input for group work in class.

Module 3: Integration into Core Operations

6. Financial Integration: The Net Present Value of Sustainability (11/10/16)

Readings: Henisz, W.J. (2012) "Calculating the Net Present Value of Sustainability Initiatives at Newmont's Ahafo Mine in Ghana (A)", Wharton Publishing

Please bring your laptop to class for this session.

Discussion Questions
1. Where do failures of corporate diplomacy show up on the P/L statement?
2. Why has the sustainability budget at Newmont and other major mining companies been increasing over the past decade?
3. Using what criteria (i.e., net present value or broader) should the decision be made as to what sustainability initiatives merit funding?
4. In-class poll: Which of the four initiatives should Newmont fund: Water & Sanitation, Community Health, Technical and vocational training (TVET), Newmont Ahafo Development Foundation (NADeF)(can select more than one)? Reflect on the critical assumptions that go into this calculation that you feel are sufficiently justified or established *or* require additional analysis or a stronger evidentiary base to justify.

5. What do you think the biggest benefit for an organization would be to the adoption and use of the FVTOOL? What are the most important inputs to realizing this potential gain?

Group project proposals should be submitted through Canvas by midnight on November 10th

7. Structural Integration: Natura in Brazil (11/15/16)

Readings:
> Eccles R.G.; Serafeim G.; Heffernan J. (2013), "Natura Cosmeticos, S.A." Harvard Business School case no. 9-412-052

> Skim over Natura's 2010 online annual report:
> http://natu.infoinvest.com.br/enu/3900/GRI_INGLES_COMPLETO_impressao.pdf

Discussion Questions:
1. For what reasons might companies choose to publish integrated reports? Why did Natura do so?
2. What are the advantages and disadvantages of being an early adopter of sustainability reporting?
3. *In-class poll: Do you think Natura's CSR investments are core to its sustainable business strategy or a form of corporate philanthropy?*

Module 4: Organizational Learning through Cross-Sector Partnerships

8. Environmental Activism in China and across the World (11/17/16)

Readings

Lee J., Plambeck E. and Shao, M (2009) "Ma Jun and the IPE: Using Information to Improve China's Environment" (Stanford Case SI115)

Discussion Questions
1. What are the key accomplishments of Ma Jun and the IPE so far? What were the drivers of their success?
2. How can Ma Jun increase the impact of his non-profit organization? Will your proposal require Ma Jun to raise more funding and, if so, from whom and how?
3. *In place of a poll, please post your questions for guest speaker Lawrence McDonald on Canvas BY 9PM THE DAY BEFORE CLASS.*

As Vice President for Communications at the World Resources Institute (WRI), Lawrence leads the design and implementation of strategic communications plans and activities that help to make WRI's big ideas happen. A development policy communications expert and former foreign correspondent, he works to increase the influence and impact of the Institute's research and analysis by leading an integrated communications program that includes online engagement, media relations, events, and government and NGO outreach. He is responsible for strengthening communications capacity across the Institute, including in Washington and in the growing international offices. Before joining WRI in October 2014, Lawrence worked for 10 years at the Center for Global Development (CGD), a Washington, DC, based think-and-do tank, where he was part of a small leadership team that earned the Center an international reputation for turning ideas into action to promote shared global prosperity.

9. Scaling Up Social Innovation: Paving the Road to Healthy Highways (11/22/16)

<u>Readings</u>

>Gatignon, A. & Van Wassenhove, L.N. (2008) "Paving the Road to Healthy Highways – A Partnership to Scale Up HIV/AIDS Clinics in Africa", INSEAD case study 07/2008-5523

>*OR*

>Watch Knowledge@Wharton podcast: http://knowledge.wharton.upenn.edu/article/partnerships-for-healthcare-innovation-in-africa/

<u>Discussion Questions</u>
1. What are the strengths and weaknesses of North Star's business model in terms of scaling up access to healthcare across Africa?
2. *In place of a poll, please post your questions for guest speaker Luke Disney, who will be joining us remotely for this session, on Canvas BY 9PM THE DAY BEFORE CLASS.*

Luke Disney is the Executive Director of the INSEAD Centre for Social Innovation. Prior to joining INSEAD Luke spent 13 years as a social intra/ entrepreneur, first as part of the ground-breaking partnership between the United Nations World Food Programme and TNT Express which focused on fighting global hunger. Later he became the Founding Executive Director of North Star Alliance, an award-winning social enterprise uniting more than 180 governments, businesses and civil society actors in an innovative approach to reaching highly mobile populations in Sub-Saharan Africa with essential healthcare services to help stop the spread of HIV and other communicable diseases across the continent. Luke is Co-Founder of WorkPact, advisor to the World Healthcare Forum, a member of the University of Amsterdam Faculty of Business and Economics, and a member of the steering committee for Stadsklooster Utrecht.

10. Thanksgiving Day: No class (11/24/2016)

11. Organizational Learning: TNT and the United Nations World Food Program (WFP) (11/29/16)

<u>Readings</u>
>*(Optional)* Van Wassenhove L.N, Samii R. (2004) "Moving The World: The TPG-WFP Partnership Learning How To Dance," INSEAD case study 704-042-1

>Stanford Social Innovation Review – Research Section – Between two sectors (Fall 2016)

>Gatignon A., Van Wassenhove L.N (2009). "When the Music Changes, so does the Dance-the TNT/WFP partnership 'Moving the World' five years on", INSEAD case study 02/2010-5596

<u>Discussion Questions</u>
1. What aspects of the partnership did you find most novel/valuable?
2. Which elements of the partnership were you more skeptical about?
3. *In-class poll: As TNT CEO Peter Bakker renewing the five-year memorandum of understanding with WFP in 2007 (i.e., at the end of the case "When the music changes, so does the Dance"), what elements of Moving the World would you have wanted to modify and how?*

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12. Partnership Portfolios: The UN World Food Program's Corporate Partnership Strategy + SIMULATION PREP (12/01/20216)

<u>Readings</u>
2014-2017 – WFP's Corporate Partnership Strategy (to be distributed)

In place of poll: Readings will be posted on canvas about multiple partnership initiatives at TNT. Pick one and fill out the online Partnership Assessment Tool –PAT (link to be provided on Canvas) **by 9pm the night before class** with the partnership of your choice in mind.

<u>Discussion Questions</u>
1. What questions did you ask yourself when filling out PAT?
2. Who within WFP or at the partner organization might have answers to these questions?
3. What kinds of pitfalls might be avoided by using PAT?
4. How does PAT compare to the FVTool?

13-14. KEROVKA Crisis Management Simulation, Debrief & Course Wrap-up (12/6+12/8/2016)

<u>Readings</u>
Simulation
SG Energy Shale Gas Operation Kerovka, Tazakstan Briefing Document
Warm-up Exercise to prepare individually at home before the simulation

<u>Discussion Questions</u> *(Wrap-up session)*
Please provide your input on the following questions through Canvas BY 9PM THE DAY BEFORE CLASS:
a. What are your most important takeaways from the course?
b. What lessons, frameworks or tools are you most likely to remember and use?