



DEPARTMENT OF LEGAL STUDIES AND BUSINESS ETHICS

LGST 230: SOCIAL IMPACT AND RESPONSIBILITY

Spring 2021

Classroom: On-line

Office: On-line

Class Times: 3:00-5:50

Professor: Djordjija Petkoski

Phone: 301 785 1352(m)

Email: petkoski@wharton.upenn.edu

Office Hours: By appointment. Should you have any questions or concerns about the class, please do not hesitate to contact me via email petkoski@wharton.upenn.edu or phone.

OVERVIEW

What role can business, through its core activities and innovative partnerships, play in meeting local and global societal needs in protecting the environment, improving health and education, or eradicating poverty? Are these needs properly captured by the Sustainable Development Goals (SDGs)? What is the impact of COVID-19? Does business have a responsibility to help meet these needs? What is the responsibility of the other stakeholders, including international financial institutions, such as the World Bank; foundations; donors; non-government organizations; and development agencies? What are successful examples of business approaches to meeting these needs? Are there limits to what can and should be done through business? The evolution of social enterprise: are 'Hybrid' Organizations the answer? How to enhance environmental, social, and governance impact through leadership, social entrepreneurship, and disruptive social innovations? Can technology help solve societal problems? ***All these questions will be address within a broader context of COVID-19 New Reality.***

This survey course provides students the opportunity to engage in an analysis of these and other issues that lie at the foundation of environmental, social, and governance impact and responsibility as an area of study. The emphasis is on learning conceptual models and frameworks that help navigate the complexity and dynamism of real-life implementation. It moves beyond "one size fits all" approach and instead focuses on the choices that managers and entrepreneurs face in a specific strategic situation. The course takes the students through the questions impact entrepreneurs should address as they go from an idea to implementable solutions with purpose and impact. The course also require students to grapple with current ethical and legal challenges that business organizations and entrepreneurs face, such as defining the purpose of a business, determining how to incorporate global standards like the Sustainable Development Goals (SDGs) or other Environmental, Social, and Governance (ESG) standards into a business model, and designing mechanisms to promote ethical behavior and combat such systemic challenges as corruption. The students will have a choice to (1) work on community based projects, with support from the Netter Center for Community

Partnerships (<https://www.nettercenter.upenn.edu/>); (2) submit their projects/proposals to the I4A program/competition with the World Bank, and (3) participate in IdeasLabs¹. Writing assignments will be tailored to meet students' individual needs and interests. Through cases, conceptual readings and guest lectures from practitioners, the course is designed to help students address the question: ***“How should business enterprises, through their core activities and innovative partnerships, and business thinking be engaged to improve society in areas not always associated with business?”***

Instructional Methods

The course uses readings, lectures, exercises, cases, COVID-19 and I4A projects, polls, individual and team assignments, and class and breakout rooms discussions. Reading assignments provide an important foundation for class discussion and students are expected to come to class well prepared to discuss the reading materials. Lectures will be used to highlight key points from the readings and provide additional information to supplement the readings. The case discussions are mainly based on strategic (not financial and technical) issues. Exercises, cases, and COVID-19 and I4A projects will provide additional insights and opportunity to apply what students have learned to real-world issues. Because each student brings unique perspectives and experiences to the class, participation in class and breakout rooms discussions and activities is essential to student's own learning as well as that of other class members. To further enrich students' learning, they will also receive feedback from external experts on their team projects.

Guest Speakers and Resource

Guest speakers and resource experts will be invited to address the topics in the course, with emphasis on the selected and on designing a new project. Students will interact with speakers and resource experts via remote communications. The coursework in the class sessions, outlined below, will focus on models for student team' projects.

TARGET AUDIENCE

As a survey course, the course is designed to meet the interests of a wide range of students, including those who seek careers in environmental, social, and governance impact and those interested in learning more about this quickly growing and visible area of business. The course also is designed for students whose primary interest is not necessarily business but are interested to learn how the application of business thinking can address challenges in their area of interest, such as science, education, or health. The course is required for students pursuing the Secondary Concentration in Social Impact and Responsibility. No prior background is assumed and there are no prerequisites.

GRADING

Overall Contribution to Class (40%) The course is intended to allow students to develop the analytic skills and substantive framework to address challenges as they arise in business. Many of these challenges will involve justifying one's position to those in disagreement. To this end, the course emphasizes articulating reasoned arguments. Class participation is an integral component of this

¹ For more details visit: <http://www.ideas4action.org/> or Facebook: https://www.facebook.com/ideas4action?view_public_for=1550087675237501

emphasis. Accordingly, unexcused absences will count against one's grade. Class/breakout room attendance, class/breakout room participation, class/breakout room debates, case study analysis, assignments, reflection paper, instructor evaluation, and peer ratings will comprise 40% of the grade. The Peer Rating component will work as follows. Each student will rate (on a secure website with confidentiality assured) each other student on a 1 (bottom) -- 10 (top) scale based on that peer's overall, demonstrated contribution to the class's and breakout rooms' learning and development, as well as projects work. Comments on each student's specific contributions will be solicited and weighed in the "Contribution to Class" grade awarded by the instructor. The submission of a "legacy paper" is also required (pass/fail).

Midterm Exam (25%) A midterm exam will account for 25% of the available points. The midterm exam will focus on utilizing the readings in case study analysis.

Final Project: Analysis of Potential for Social Impact (35%) At the very beginning of the semester, students, in teams, are required to specify a societal need and to evaluate the potential and appropriateness for the need to be met through a business-based approach. Examples of business-based approaches include harnessing existing business enterprises, starting a new business or social enterprise, government policies to encourage business involvement, and applying business skills and thinking to non-business organizations. The emphasis will be on needs triggered by the COVID-19 pandemic.

Legacy Assignment (Due Date: **Beginning of Second Session**): Students will be required to submit a short note two pages in length (12-point type, doubled spaced) on *My Legacy: In 2050, when you look back at your life (both personal and professional) what will you consider to be your main achievement – your legacy?* Students should bring a hard copy to be submitted at the beginning of the second session as well as send the assignment by email prior to class. Pass/Fail grade.

Final grades, consisting of class participation, project work, class debates, and assignments (40%), mid-term (25%) and the final project (35%), may be adjusted to conform to an acceptable distribution. This curve may increase or decrease the final grade awarded.

Change of Grades: With the exception of clerical/coding errors, there will be no change of grades issued after final grade sheets are delivered to the University Registrar.

Note: More details on the assignments, including readings and case write-ups, and Legacy and Reflection Papers, as well as the due date will be available on Canvas. Individual and team assignments must be completed and submitted by the due date.

INSTRUCTOR

Djordjija Petkoski is a Lecturer and Senior Fellow at the Wharton School and serves as an adviser and consultant to the World Bank, ILO, IOE, OAS, other development organizations, governments, and global companies. At Wharton, he teaches courses on responsibility in global management, corporate responsibility and ethics, global social impact, and social impact and responsibility in the MBA, undergraduate, and executive programs. He held various senior positions at the World Bank, including head of the Business, Competitiveness and Development Program. During his nearly 20 year tenure at the World Bank he focused on multi-disciplinary and multi-stakeholder approach to business

and development issues; competitiveness and sustainable development at the national and corporate level; anti-corruption and ethics; collective action and the changing role of business in society; corporate social responsibility, creating shared value, the base of the pyramid; innovation, entrepreneurship, entrepreneurship; knowledge exchange; and leadership and leading and managing change. He co-launched Ideas for Action (I4A) and SDGs&Her², joint initiatives created by the World Bank and the Zicklin Center at Wharton. I4A³ and Africa COVID-19 Challenge⁴ are knowledge and action-oriented platforms that provide young leaders around the world with a unique opportunity to help (1) shape the international development agenda with emphasis on the Sustainable Development Goals (SDGs) and (2) build capacity to combat COVID-19 in Africa using ideas and innovations from young entrepreneurs. He is the author or co-author of 15 books and over 180 articles and reports. He is frequent guest at the Knowledge@Wharton Sirius Satellite Radio. In addition to two Ph.D. (one in Economics and one in Electrical Engineering), he has an MPA from Harvard Kennedy School. He was a Fulbright Scholar at Harvard University and a Visiting Scholar at Massachusetts Institute of Technology.

COURSE OUTLINE

There is no textbook for this course. This syllabus and the readings **are subject to change** at the discretion of the instructor to accommodate the flow and interests of the class. If unsure of any assignments, please ask for clarification at the end of class. **Canvas should list specific assignments and due dates.** “S” = material available through Study.net (<https://www.study.net>). All other materials are available through Canvas (<https://wharton.instructure.com/login>) drawn from a variety of primary and secondary sources. The reading for each class must be completed before the lesson for which it is assigned. **The order and content of topics in the reading list and calendar may change depending on the schedule of guest speakers.**

SUMMARY:

Class 1, January 25

OVERVIEW OF THEMES; QUESTIONS; APPROACHES; AND THE COVID-19 NEW REALITY

Class 2, February 1

WHAT’S A BUSINESS FOR; WHOSE RESPONSIBILITY; AND WHAT’S THE NEED FOR MEASUREMENT AND HOW HARD IS TO MEASURE SOCIAL IMPACT?

Class 3, February 8

INNOVATION JOURNEY: FROM AN IDEA TO IMPLEMENTABLE SOLUTIONS WITH PURPOSE AND IMPACT

² Petkoski co-chairs the World Bank, Wharton, UNDP, and UNWomen SDGs&Her Initiative – an online competition for women micro-entrepreneurs to showcase how they are supporting the SDGs through their business operations (<https://www.worldbank.org/en/programs/sdgs-2030-agenda/brief/sdgs-and-her>).

³ The I4A Initiative has reached nearly 2,000,000 individuals by print and social media. Over 12,000 registered teams with more than 40,000 students and young professionals from 142 countries and territories sent nearly 6,000 proposals. In addition, Ideas for Action hosts special events at the IMF and World Bank Annual Meetings. For more details visit: <http://www.ideas4action.org/>

⁴ At the very beginning of the COVID-19 pandemic, the Zicklin Center for Business Ethics Research at the Wharton School and its many partners launched a new initiative: Building Capacity to Combat COVID-19 in Africa: Ideas and Innovations from Young Entrepreneurs. (<https://www.africacovidchallengei4a.com/>)

Class 4, February 15

ENHANCING IMPACT THROUGH LEADERSHIP, SOCIAL ENTREPRENEURSHIP, AND DESRUPTIVE INNOVATIONS

Class 5, February 22

MANAGING COMPLEXITY; VALUES; AND THE EVOLUTION OF SOCIAL ENTREPRENEURSHIP

Class 6, March 1

THE HARD TRUTH ABOUT INNOVATIVE CULTURES and MIDTERM REVIEW

Class 7, March 8

MIDTERM EXAM

Class 8, March 15

SOCIAL INNOVATION: HOW ORGANIZATIONS CREATE SOCIAL VALUE AND CAN TECHNOLOGY HELP SOLVE SOCIAL PROBLEMS? and Midterm Exam Review

Class 9, March 22

THE CHANGING LANDSCAPE OF SOCIAL-IMPACT INVESTING: FINACING FOR DEVELOPMENT; BLENDED FINANCE; AND ESG PRINCIPLES

Class 10, March 29

RESPONSIBILITIES IN FRONTIER MARKETS: BoP AND THE ROLE OF NONPROFITS

Class 11, April 5

LEADING AND MANAGING CHANGE: FROM PERSONAL TO ORGANIZATIONAL CHANGE FOR SOCIAL IMPACT; THE ROLE OF WOMEN LEADERS; AND THE CHANGING ROLE OF FOUNDATIONS

Class 12, April 19

GLOBAL ENTREPRENEURIAL ECOSYSTEM: MANAGING THE ECOSYSTEM, CREATIVE CAPITALISAM, AND THE CHALLENGE OF IMPLEMENTATION – ARE INNOVATIVE PARTNERSHIPS AN ANSWER?

Class 13, April 26

PROJECTS PRESENTATION AND COURSE REVIEW