



DEPARTMENT OF LEGAL STUDIES AND BUSINESS ETHICS

LGST 230: SOCIAL IMPACT AND RESPONSIBILITY

Spring 2022

Classroom: TBD

Office: 631 Jon M. Huntsman Hall

Class Times: 3:30-6:30

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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 environmental, social, and governance (ESG) priorities and the Sustainable Development Goals (SDGs)? What is the relationship between the SDGs and ESG? 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 and innovative partnerships approaches to meeting these needs? Are there limits to what can and should be done through business and innovative partnerships? How to enhance environmental, social, and governance impact through leadership, social entrepreneurship/intrapreneurship, and disruptive social innovations? Can technology help solve societal problems? What is the role of GEN-Z?

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 executives, managers, intrapreneurs, and entrepreneurs face in a specific strategic situation. The course takes the students through the questions impact entrepreneurs/intrapreneurs should address as they go from an idea to implementable solutions with purpose and impact. The course also requires students to grapple with current ethical and legal challenges that business, non-government, development organizations and entrepreneurs/intrapreneurs face, such as defining the purpose of a business, determining how to incorporate global standards like the SDGs or ESG indicators 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 work on (1) community based projects, with support from the Netter Center for Community Partnerships

(<https://www.nettercenter.upenn.edu/>); and (2) ESG related research projects. Writing assignments will be tailored to meet students' individual needs and interests. Through cases, conceptual readings, and guest lectures from practitioners – corporate, development organizations, and investment firms executives, 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, case studies, individual and team assignments, and class and group 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, case studies, and ESG 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 group 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 students team project.

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 (20%) The course is intended to allow students to develop analytic skills and substantive, structured frameworks to address challenges as they arise in the social impact and responsibility space. 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 emphasis. Accordingly, unexcused absences will count against one's grade. Class attendance, class and group debates, case study analysis, assignments, reflection paper, instructor evaluation, and peer ratings will comprise 20% 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 group's 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.

Individual Assignments (25%) This includes weekly assignments, such as readings and case write-up, and Legacy and Reflection Papers.

Midterm Exam (15%) A midterm exam will account for 15% of the available points. The midterm exam will focus on utilizing the readings in case study analysis.

Final Project (35%) At the very beginning of the semester, students, in teams, are required to select an ESG research or entrepreneurial/community-based project. The Projects Work will account for 35% of the available points. Individual student's project work grade will be adjusted by her/his individual contribution assessed by the end of semester peer evaluation. (See Peer accountability above for details).

Project Presentations (5%) Project Presentations will account for 5% of the available points. More details on the presentations and how they will be evaluated will be available on Canvas.

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 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, intrapreneurship; knowledge exchange; leadership; and leading and managing change¹. He co-launched

¹ <https://www.linkedin.com/in/djordjija-petkoski-a4a43661/>

Ideas for Action (I4A)² and SDGs&Her³, joint initiatives created by the World Bank and the Zicklin Center at Wharton. 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 and the schedule of guest speakers. If unsure of any assignments, please ask for clarification at the end of class. The reading for each class must be completed before the lesson for which it is assigned.

SUMMARY:

Class 1, January 12

NEW NORMAL: OVERVIEW OF THEMES; QUESTIONS; AND APPROACHES

Class 2, January 24

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

Class 3, January 31

INNOVATION JOURNEY: FROM AN IDEA TO IMPLEMENTABLE SOLUTIONS WITH PURPOSE AND IMPACT – IS SUSTAINABILITY REPORTING OVERSOLD?

Class 4, February 7

ENHANCING IMPACT THROUGH LEADERSHIP, ESG/SOCIAL ENTREPRENEURSHIP, AND DESRUPTIVE INNOVATIONS

Class 5, February 14

MANAGING COMPLEXITY; VALUES; AND THE EVOLUTION OF ESG/SOCIAL ENTREPRENEURSHIP

Class 6, February 21

THE HARD TRUTH ABOUT INNOVATIVE CULTURES and MIDTERM REVIEW

Class 7, February 28

MIDTERM EXAM

² 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/>

³ 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>)

Class 8, March 14

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

Class 9, March 21

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

Class 10, March 28

RESPONSIBILITIES IN FRONTIER MARKETS: BoP AND THE ROLE OF NONPROFITS

Class 11, April 4

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 11

GLOBAL ENTREPRENEURIAL ECOSYSTEM: MANAGING THE ECOSYSTEM AND CREATIVE CAPITALISAM

Class 13, April 18

THE CHALLENGE OF ESG IMPLEMENTATION – ARE INNOVATIVE PARTNERSHIPS AN ANSWER?

Class 14, April 25

PROJECTS PRESENTATION AND COURSE REVIEW