



DEPARTMENT OF LEGAL STUDIES AND BUSINESS ETHICS

LGST 401: Global Social Impact

Wharton Undergraduate Capstone Course Syllabus

Fall 2021

Classroom: TBD

Office: TBD

Class Times: Tuesday, 3:30-6:30PM

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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, innovations, and nontraditional partnerships, play in meeting local and global needs related to environmental, social and governance (ESG) priorities? What is the relationship between the Sustainable Development Goals (SDGs) and ESG? How to enhance environmental, social, and governance impact through leadership, social intrapreneurship and entrepreneurship, and disruptive social innovations? Can technology help solve ESG related problems? Does business have a responsibility to help address these priorities? Are there limits to what can and should be done through business? What are successful examples of business approaches to meeting these priorities? 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?

This undergraduate capstone course, sponsored by the Legal Studies and Business Ethics Department, is designed to give Wharton students the chance to connect academic theory with complex real-world problems, including issues arising within the award-winning social enterprise projects identified by the

World Bank’s “Ideas for Action (I4A)”¹ and the “SDGs&Her”² Initiatives. 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 top executives, managers, and entrepreneurs face in a specific strategic situation. The aim of the course is to integrate and strengthen students’ academic skills by applying them in cross-functional ways to the production of real-world consulting reports for project founders. The course takes the students through the questions intrapreneurs and entrepreneurs 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 organizations and entrepreneurs face, such as defining the purpose of a business, determining how to incorporate global standards like the SDGs and ESG into a business strategy, and designing mechanisms to promote ethical behavior and combat such systemic challenges as corruption. *All these issues will be address withing a broader context of COVID-19 New Reality.*

As the students learn new concepts, they will immediately put their newly acquired knowledge to practice by directly applying what they learn in an actual consulting context and research project. Students will be partnered with 3-4 other peers to work on actual consulting and research projects. The students will work in teams to analyze specific aspects of the project and be challenged to produce concrete plans to improve/extend/expand/implement the project under the guidance of the instructor and other experts. For example, their work product may include suggestions on how to enrich product or service offerings, create marketing campaigns, better utilize IT, or raise start-up funding – among many other possible topics. The students will interact directly with the founders and others already engaged with the project, including experts from the World Bank, the International Finance Corporation (IFC), and other relevant stakeholders. The interaction with multiple stakeholders will encourage students to deal with competing ideas, investigate contradictions, and consider multiple forms of evidence to make recommendations. Students suggestions will be shared with the team that developed the project as well as other interested parties. Furthermore, the students, in teams, will work on ESG/SDGs related research project or I4A type of entrepreneurial project.

Instructional Methods

The course uses readings, lectures, exercises, cases, I4A and SDGs&Her projects, individual and team assignments, and class discussion. 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 I4A and SDGs&Her projects will provide additional insights and opportunity to apply what students have learned to real-world issues. Because each student brings unique perspectives

¹ The I4A Initiative is jointly sponsored by the World Bank and Wharton’s Zicklin Center for Business Ethics Research. It includes an annual competition for global social enterprise founders with new winners every year. Thousands of projects are submitted annually from over 140 countries. From these, a handful are honored with an award. Every year, the best proposals are published in M. Mohieldin and D. Petkoski (Editors), “*Financing and Implementing the Sustainable Development Goals – Ideas for Actions*”, The World Bank Group, 2015, 2016, 2017, 2018, 2019. The books are available online. For more details visit: <http://www.ideas4action.org/>
Facebook: https://www.facebook.com/ideas4action?view_public_for=1550087675237501.

² The SDGs&Her Initiative is jointly sponsored by the World Bank and Wharton’s Zicklin Center for Business Ethics Research, in partnership with UNDP and UN Women. It includes an annual competition for women global social enterprise founders with new winners every year. Thousands of projects are submitted annually from over 140 countries. For more details visit: <https://www.worldbank.org/en/who-we-are/news/campaigns/2020/sdgs-and-her-initiative>.

and experiences to the class, participation in class 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 ESG/SDGs related research project or I4A type of entrepreneurial project.

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. Resource experts, including the founders of the project, will provide inputs on implementation challenges associated with the projects. The coursework in the class sessions, outlined below, will focus on models for (1) creating thoughtful, impactful consulting reports that will be of practical use to project founders and (2) student team's own ESG/SDGs related research project or I4A type entrepreneurial project.

GRADING

Overall Contribution to Class (20%) The course is intended to engage students in critical and systems thinking, problem solving, analysis, interpretation, and synthesizing information; and help them to develop the analytic skills and substantive framework to address challenges as they arise in addressing complex business and ESG/SDGs challenges. Many of these challenges will involve justifying one's position to those in disagreement. Students are encouraged to approach this course with a discovery driven mindset backed by rigor and due diligence. To this end, the course emphasizes articulating reasoned arguments. Class participation is an integral component of this emphasis. Class participation assumes students have completed all the course prep materials (readings, videos, challenge questions, etc.) on time and by due date and they are prepared to discuss the content with their peers. In addition, "participation" is defined as quality contributions to class discussion and exercises. Class attendance, class participation, class debates, case study analysis, instructor evaluation, and peer ratings will comprise 20% of the grade. Peer accountability: Given the emphasis on teamwork for this course, the peer assessment will have a significant impact on the final 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 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.

Projects Work (45%) Projects Work will account for 50% of the available points – 15% for providing feedback to the assigned project and 30% for the new project - ESG/SDGs related research project or I4A type of entrepreneurial project. 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 (10%) Project Presentations will account for 10% of the available points. More details on the presentations and how they will be evaluated will be available on Canvas.

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; and leadership and leading and managing change³. He co-launched Ideas for Action (I4A)⁴ and SDGs&Her⁵, joint initiatives created by the World Bank and the Zicklin Center at Wharton. I4A and Africa COVID-19 Challenge⁶ 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 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

Overview of Themes and Approaches; What's Business and

³ <https://www.linkedin.com/in/djordjija-petkoski-a4a43661/>

⁴ 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/>

⁵ 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>).

⁶ 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/>)

Intrapreneurship/Entrepreneurship For; COVID-19 Challenge and Opportunities

Class 2

Measuring Impact - Is Sustainability Reporting Oversold?_

Class 3

Managing Complexity; Global Intrapreneurial Ecosystem; and Responsibility in Emerging Markets

Class 4

Reimagination: From Personal to Organizational Change for ESG Impact

Class 5

The Changing Landscape of Impact Investing: Finance for ESG and Development; Blended Finance; and nontraditional Partnerships

Class 6

Enhancing Impact through Leadership and ESG Intrapreneurship with Purpose

Class 7

Project Presentations; Course Review; and Takeaways

Feedback

I am committed to making this course a valuable learning experience for you and I will make any necessary changes to keep us on track. I strongly encourage anyone with specific or general questions regarding the course structure, content, or discussions to contact me via email or phone.