



Course Syllabus

Stakeholders

March - July 2019

Cycle VII - X

Karen J. Montjoy

I. General Information regarding the course

Course	Stakeholders		
Pre-requisite:	140 credits	Code:	11210
Previous course:	None	Semester:	2019-I
Credits:	3	Level:	VII, X
Hours p/ Week:	4 hours	Type of Learning:	Attended
Courses & Careers	Elective course for: Organizational Psychology and Consumer Psychology	Course Coordinator :	Nombre y Apellido: Varinia Bustos Correo institucional: vbustos@esan.edu.pe

II. Summary

Course that includes the understanding and description of the main types of stakeholders, defined as the group or identifiable individual that may affect the achievement of the objectives of an organization or that is affected by the achievement of the objectives of an organization and its dependent interrelations Mutuals (public interest groups, protest groups, government agencies, trade associations, competitors, trade unions, as well as customer segments, shareholders and others and the fundamentals of their behaviors such as values and attitudes. to be carried out by the organization and social responsibility.

III. Course Objectives

As a result of taking this course, students will satisfy the following curriculum objectives by being able to:

- Demonstrate written communication skills in both academic and professional assignments.
- Propose, evaluate and defend possible solutions about a specific problem.
- Identify the impact and influence of customers, suppliers and other stakeholders in a particular company.
- Demonstrate competence in basic concepts and principles in different fields such as: Ecosystems analysis, risk analysis, advocacy of ideas, innovation, business planning and strategy.
- Develop a communicational plan for each stakeholder of the company.
- Formulate and evaluate communicational tools and results.

IV. Learning outcomes

By the end of the course the student should be able to:

- Construct valuable information that can be used for strategic decisions.
- Identify relevant stakeholders
- Get important hints about the actors (enough information, missing information, not considered in a firstlook.)
- Select potential cooperation partners that are disadvantaged, excluded, marginalized, discriminated, and therefore need to be empowered.
- Explain basic conclusions about relations and alliances as well as power imbalances and potential conflicts among the various actors.
- Build first assumptions and formulate impact hypotheses about the influence certain actors
- Show the ability of pitching ideas and how to shape structured information to achieve successful participation in negotiation meetings and pitch decks.

V. Methodology

The course will accomplish the learning objectives through a diverse mix of methods and activities, including:

- Analysis and discussion of at least one or more cases
- Guest speaker presentations and dialogue or visits to Innovation hubs
- In-class short case studies and team-based exercises.
- Work in teams applying the class and reading material to prepare the assignments.
- Presenting a final paper applying all the concepts learned in class.

VI. Evaluation

The evaluation system is permanent and comprehensive, and is intended to promote student learning. The course grade is an average of the permanent evaluation (55%), the midterm exam (20%) and the final exam (25%)

The weights of the permanent evaluation are described in the following table:

PERMANENT EVALUATION AVERAGE (PEA) 55%		
Evaluation Type	Description	%
Participation	Class Participation	5%
Assignments	Book Reading Summaries (reading controls)	15%
	Case Analysis	15%
Graded Practice	01 Graded Practice – Week 5 01 Graded Practice – Week 13	30%

Team Assignment	Choose a product innovation Analyze the company environment and establish the company goals related to that product innovation. Incorporate Wide Lens scoring for each stakeholder/ facilitator in your value blueprint. Show these elements in your model. According to the Advocacy Book develop a plan to advocacy the product innovation and achieve the company results.	35%
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The final average (FA) is obtained as follows:

$$FA = (0,20 \times ME) + (0,55 \times PEA) + (0,25 \times FE)$$

FA: Final Average

ME: Mid-term Exam

PEA: Permanent Evaluation Average

FE: Final Exam

Exams: We will have two exams during the term. The mid-term exam will cover Chapters 1 to 7 of the book *The Wide Lens* (Ron Adner, 2012). The final exam will focus on the book *Advocacy* (John A. Daly, 2011) Chapters 1 to 11. It will cover only the chapters.

Participation and Quizzes:

It is your responsibility to **READ ALL ASSIGNED READINGS PRIOR TO COMING TO CLASS**. Hence, unannounced quizzes can be taken during the semester at any time during each session. Attendance is mandatory and as such is part of the PEP grade.

Do not expect to get full credit for participation or attendance if:

- You arrive late or leave early.
- Have your laptop open, use your phone during class or simply do not follow the class.
- Never say a thing in class.
- You fail in the unannounced quizzes.

Individual Assignment 1: Book Reading Summary:

In 1-3 pages analyze and summarize Chapters 1 to 5 of the Book *The Wide Lens*. Give examples of the application of concepts and most relevant learnings. (Arial 11. 1.5 space)

Individual Assignment 2: Case Analysis- Robin Hood:

Read the Robin Hood Case answer the Case Preparation Questions (Robin Hood)

- 1) Describe how Robin Hood developed his initial strategy for competing with the Sheriff of Nottingham and discuss how he implemented it. Critique this approach.
- 2) Identify organizational characteristics and environmental characteristics that would lead you to think Robin Hood is wise to be considering a change in strategy as he enters his campaigns second year? What are Robin Hood's Goals?
- 3) Assume that Robin Hood has asked you to help him devise a new strategy. Identify a set of stakeholders and factors (Ecosystem) for him to consider in revising his strategy.
- 4) Develop a Value Blueprint analysis for Robin Hood's New Strategy.

Team Assignment:

During the first part of the class, each group will identify a product innovation and a company to analyze. The first part of the assignment is to study the product innovation ecosystem and establish the company goals related to that product. Then you should incorporate Wide Lens scoring for each stakeholder/ facilitator in your value blueprint. Show these elements in your model.

The second part of the assignment is incorporating the Advocacy Book to develop a plan to advocacy the product innovation and achieve the company goals.

Each team should hand in no more than 10-page report.

Make a Pitch Presentation on PPT

VI. Contents

WEEK	TOPICS	ASSIGNMENTS
<p>1° March 21st to 27th</p>	<p>Introduction to the course: Introduction to the importance and influence of stakeholders and innovation ecosystems Class Visit to FabLab & Innova ESAN</p>	<p>The student should read Chapter 1 to 3 and Reflection of Part 1 of the book: The Wide Lens (Ron Adner)</p>
<p>2° March 28th to April 3rd</p>	<p>Seeing the Ecosystem Risk Analysis</p>	

<p>3°</p> <p>April 04th to 10th</p>	<p>Roles and relationships The Value Blueprint Model</p>	<p><u>Individual Assignment #1 due</u> Turn in your assignment on class. Each student should read: - Chapter 4 & 5 of the book The Wide Lens (Rod Adner)</p>
<p>4°</p> <p>April 11st to 17th</p>	<p>The Five Forces Analysis - Exercise The Judo Strategy</p>	<p>Each student should read - The Five Forces that Shape Strategy (Michael E. Porter) - The Judo Strategy</p> <p>Graded Practice 1</p>
<p>5°</p> <p>April 22nd to 27th</p>	<p>Graded Practice</p>	
<p>6°</p> <p>April 29th to May 04th</p>	<p>The Swot Analysis and Competitive Advantage</p>	<p>Each student should read: - Competitive advantage and internal organizational assesment (W.Jack Duncan Peter M. Ginter and Linda E.Swayne)</p>
<p>7°</p> <p>May 06th to 11st</p>	<p>The First-mover Matrix Changing the Game</p>	<p>The student should read - Chapter 6 and 7 of the book: The Wide Lens (Ron Adner)</p>
<p>8°</p> <p>May 13th to 18th</p>	<p>MID-TERM EXAM</p>	

<p>9°</p> <p>May 20th to 25th</p>	<p>Innovation 360°</p>	<p>Each student should read the article: How Innovative is your company's culture?</p>
<p>10°</p> <p>May 27th to June 01st</p>	<p>Advocacy & Components of Advocacy Communicate Clearly</p>	<p>Individual Assignment #2 due: Robin Hood Turn in your assignment on class. Each student should read: -Chapter 1,3 and 3 of the Book Advocacy (John A.Daly)</p>
<p>11°</p> <p>June 03rd to 8th</p>	<p>Building Credibility and Affinity Creating Partnerships</p>	<p>Each student should read: -Chapter 4, 5, 6 and 8 of the Book Advocacy (John A.Daly)</p>
<p>12°</p> <p>June 10th to 15th</p>	<p>Pre-Sell your Idea</p>	<p>Each student should read: -Chapter 6 and 7 of the Book Advocacy (John A.Daly)</p>
<p>13°</p> <p>June 17th to 22nd</p>	<p>Graded Practice</p>	<p>Each student should read: -Chapter 9,10 and 11 of the Book Advocacy (John A.Daly)</p> <p>Graded Practice 1</p>
<p>14°</p> <p>June 24th to 29th</p>	<p>Influence Stakeholders - Exercise on class</p>	
<p>15°</p> <p>July 01st to 06th</p>	<p>PITCH Team Assignment Presentations</p>	<p>Team Assignment: Turn in your assignment on class.</p>
<p>16°</p> <p>July 8th to 13rd</p>	<p>FINAL EXAM</p>	

VII. References

Basic Reading:

- Adner R. (2012). *The Wide Lens What Successful Innovators See Than Other Miss*. New York: Portfolio/Penguin.
- Daly J. (2011). *Advocacy Championing Ideas and Influencing Others*. Unites States: Yale University.

Complementary Reading:

- Rao, Jay; Weintraub Joseph, Marzo. How Innovative Is Your Company's Culture. MIT Sloan Magazine. 2013. Se encuentra en: <https://sloanreview.mit.edu/article/how-innovative-is-your-companys-culture/>)

IX. Laboratory Support

Not required

VIII. Professor

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