



Course Syllabus

Stakeholders

August - December 2021

Cycle IX - X

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I. General Information regarding the course

Course	Stakeholders		
Pre-requisite:	140 credits	Code:	11210
Previous course:	None	Semester:	2021-II
Credits:	3	Level:	IX, X
Hours p/ Week:	4 hours	Type of Learning:	Virtual/ Attended
Courses & Careers	Obligatory course for: Organizational Psychology and Consumer Psychology	Course Coordinator :	Nombre y Apellido: Varinia Bustos Correo institucional: vbustos@esan.edu.pe

II. Course Description

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. Learning 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. Expected Learning Results

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. Teaching 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. Grading

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	10%
Individual Assignments	Book Reading Analysis, Judo Case & Robin Hood Case	30%
Team Assignment	Five Forces Worksheet Analysis	10%
Quiz	Surprise Quiz	20%
Final Team Project	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.	30%

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 virtual 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: Book Reading:

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 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.

Individual Case Analysis: Judo Case

Read the case and answer the following case preparation questions:

1. In each of these four cases, does the entrant or challenger (i.e., Softsoap, Red Bull, the supermarkets, or Freeserve) have a competitive advantage when they enter the market? Would they if the incumbents imitated their product offerings immediately?
2. In the Softsoap and Red Bull cases, what kept the incumbents from fighting back aggressively, at least initially?
3. In the case of the UK petrol price war, how do you think the supermarkets expected the major gasoline retailers to react to their entry? Was this expectation reasonable?
4. In the Freeserve v. AOL case, which consumers do you think are most readily switching to Freeserve? How can AOL retain these customers? Judo Case answer the following questions:

TEAM ASSIGNMENTS:

Five Forces Worksheet:

1. Read the five forces article
2. Discuss with your team and develop the five forces worksheet to analyze your company SWOT scenario.

Team Assignment: Final Project

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. Course calendar

WEEK	TOPICS	ASSIGNMENTS
1° Aug 23th to Aug 29th	Introduction to the course: Introduction to the importance and influence of stakeholders and innovation ecosystems Innova ESAN	The student should read Chapter 1 to 3 and Reflection of Part 1 of the book: The Wide Lens (Ron Adner)
2° Aug 30th to Sep 05th	Seeing the Ecosystem Risk Analysis	
3° Sep 06th to 12th	Project Presentations to Stakeholders Workshop: Elevator Pitch	Each student should read: - Chapter 4 & 5 of the book The Wide Lens (Rod Adner)
4° Sep 13th to 19th	The Five Forces Analysis - Swot Analysis and Competitive Advantage The	Each student should read - The Five Forces that Shape Strategy (Michael E. Porter) (W.Jack Duncan Peter M.

5° Sep 20 th to 26 th	The Value Blueprint Model Roles and relationships Judo Strategy	Ginter and Linda E.Swayne) - The student should read - Chapter 6 and 7 of the book: The Wide Lens (Ron Adner)
6° Sep 27 th to Oct 3 rd	The First-mover Matrix Changing the Game	Each student should read: Competitive advantage and internal rganizational assessment Quiz
7° Oct 04 th to 10 th	MID-TERM EXAM -STAKEHOLDERS	
8° Oct 11 th to 17 th	MID-TERM EXAMS	
9° Oct 18 th to 24 th	Advocacy & Components of Advocacy Communicate Clearly	Each student should read: -Chapter 1,3 and 3 of the Book Advocacy (John A.Daly)
10° Oct 25 th to 31 st	Building Credibility and Affinity Creating Partnerships Analysis of Robin Hood Case	Each student should read: -Chapter 4, 5, 6 and 8 of the Book Advocacy (John A.Daly)
11° Nov 01 st to 07 th	Pre-Sell your Idea	Each student should read: -Chapter 6 and 7 of the Book Advocacy (John A.Daly)
12° Nov 08 th to 14 th	Quiz	Each student should read: -Chapter 9,10 and 11 of the Book Advocacy (John A.Daly) QUIZZ 2°
13° Nov. 15 th to 21 st	Influence Stakeholders - Exercise on class	
14° Nov 22 nd to 28 th	PITCH Team Assignment Presentations	Team Assignment: Turn in your assignment on class.
15° Nov 29 th to 05 th	FINAL EXAM	

VII. References

- 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/>

VIII. Professor

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