

**School of Social Policy & Practice  
University of Pennsylvania  
Spring 2016**

**NPLD 592-001: COLLABORATION ACROSS SECTORS**

Class Time: Monday, 1:00-4:00 p.m.

Classroom Location:

Office Hours:

Office:

Email:

**COURSE DESCRIPTION**

Across the world, leaders of organizations from business, nonprofit and government sectors increasingly recognize the necessity of working across boundaries by developing various forms of collaboration. Collaboration across sectors has become more prevalent, important and complicated. This course will help graduate (and advanced undergraduate) students understand the theory, policy and practice of cross-sector collaboration. Students will learn the purposes collaborations may serve, the forms they take, what skills and techniques are required, and the steps involved in initiating, sustaining and evolving them. Students will also learn the characteristics of the three sectors, the roles and contributions each can make to successful collaborations, and the competitive forces that are often at work in the collaborative process and their possible implications.

The course will be conducted on a seminar basis. Graduate students are expected to take an active part in shaping the discussion. Students will be expected to rotate leadership for class discussions and routinely bring relevant current event “clippings” to class from newspapers, magazines, or other media outlets. Course grades will be based on: being prepared by having completed reading assignments and reflecting on them, leading or participating in class discussions and exercises, group project, and participating in other course related activities. High quality written work and accurate citations is an expectation in all assignments.

**LEARNING OBJECTIVES**

At the conclusion of this course, you should be able to:

- understand the antecedents, processes, and outcomes of cross-sector collaboration;
- analyze the specific cross-sector collaborations for their appropriateness and likelihood of success and sustainability;
- understand the different measures of success, accountability and performance;
- be able to recommend strategies to improve the management and governance of partnerships;
- understand the intertwined relationship between collaboration and competition; and

---

<sup>1</sup> Address: 3718 Locust Walk, Philadelphia PA, 19104.

- communicate in written and oral form your analysis, ideas and recommendations on collaboration within and across sectors.

### **CLASS FORMAT**

This class meets once a week from 1:00pm to 4:00pm for 14 weeks. A typical class will begin with an overview/lecture on the topic of the day followed by a more in-depth discussion of the cases and examples assigned for the class. The success of the class depends on the contributions of engaged participants. You should feel free to ask questions during lectures and are encouraged to engage in discussions. Participation is important; it will constitute an important part of your grade.

### **COURSE REQUIREMENTS**

A course calendar, which covers reading assignments and the topics to be covered in individual class sessions, is attached. This schedule is subject to change for reasons including the availability of guest speakers, the appearance of new and more interesting topics, etc. Changes to the calendar will be announced in class and posted on Course Canvas Website as soon as practical. Please check Course Canvas Website regularly.

Course grades will be assigned as follows:

1. Class participation: 20%
2. In-class exam: 15%
3. Case presentation and write-up (Group): 30%
4. Final project (Group): 35%

Your course grade is a function of the requirements listed below. Be aware that for team projects some consideration will be given to how teammates evaluate your performance.

#### 1. Class Participation (20%)

(1.1.) Attendance. Much of the learning will take place in class, so it is important that you be there. If for some reason you arrive late, be sure to see the instructor after class to ensure that your attendance is noted. *Two* absences are allowed without an impact on the participation grade. For every absence beyond two, please hand in a written two-page single-spaced analysis of the case (or readings if no case) which you missed.

(1.2.) Discussion Contribution. Active participation is an extremely important component of any case-based class (See the article “Learning by the Case Method” for explanation of the case approach we adopt here). Please come to class prepared to participate in the day’s activities. Coming prepared entails having read the assigned readings for that day and having analyzed the case.

- During case analysis classes, student groups can volunteer to have their diagrams/analysis analyzed by the class using the overhead projector. This is a good way to gain practice presenting your ideas and analysis.
- The instructor may also randomly call upon individuals or groups to present their analysis.
- Given your work experience or background, you may find that you have special expertise relating to one or more of the companies we will be discussing. If so, you

are welcome to let me know in advance, so that I can be sure to call on you.

How is Participation graded? Every student starts off with a "B-" (i.e., 80%) for participation and accumulates points through their contributions to case discussions. Class participation points are based on the *quality* of the student's discussion to key issues in the case, not on attendance. You can drop below a "B-" for participation if you: (1) demonstrate that you are poorly prepared for discussion, or (2) have more than two absences and do not submit the make-up analysis. Please see instructor for additional work if you miss more than two classes.

What is a "quality" contribution? A quality contribution does not recite facts from the case, but integrates perspectives or demonstrates analytical rigor.

(1.3.) Grading the Participation. I will provide you with feedback at the mid-point of the course and will be pleased to meet with you to help develop strategies to increase your contribution to the classroom discussion.

In grading class participation, I will take into account the amount of participation, but I will base primarily on quality of comments including factors such as:

- Relevance: do your comments speak directly to the issues and concepts being addressed? Do they extend our understanding of those issues or concepts?
- Additivity: do your comments reflect active listening to the comments of other class members? Have they incorporated insights introduced earlier and built upon them?
- Persuasiveness: have your points been well articulated, argued, and supported, such that others take note of the convincing nature of your points?
- Questioning: have your comments reasonably questioned the comments of others or challenged their assumptions without disparaging the person who offered them?

## 2. In-class Exam (15%)

We will have one in-class, open-book exam at the end of the semester. The exam will cover all the assigned cases, readings, slides, and topics in class discussion. The exam will include true/false, multiple-choice, and essay questions. It will be graded as 15% of the course grade.

## 3. Case Presentation and Case Write-up (30%)

You should self form a group of 3-4 persons to do this case presentation and case write-up.

### Cases for Presentation and Write-up:

- Case 2: Taiwan High-Speed Rail Project
- Case 4: FedEx, Eaton and ED (Power Partnership)
- Case 5: Walmart Puerto Rico
- Case 6: GlaxoSmithKline in Brazil

- Case 7: Eli Lilly Partnership
- Case 8: Homeless World Cup and Nike

*Case Presentation (15%):* Each group of students will sign up for one of the above cases (Cases 2- 8) in such a manner that each case is discussed by one presenting group. Please find the cases and study questions listed in the relevant sessions. The case presentation should last between 25 and 30 minutes. The PowerPoint slides are *due at the session the case is assigned to*. Note that a good presentation slides should follow 6X6 rules, therefore you should insert the details of each point in the “notes” section of the slides. A PDF version of the slides will NOT be accepted because the notes will not show up in the submission. All presentation slides will be posted on the course website afterwards to be shared with your classmates.

*Case Write-up (15%):* The written analysis should specifically respond to the study questions. An adequate submission will require at least 5-6 pages double-spaced, 12 point font. This should be a deep analysis and is an opportunity for you to focus on your written communication skills. You should use a business report format rather than essay style. Please read Appendix 1 carefully to learn how to format a business report. The write-up is *due at the session the case is assigned to*.

4. Final Project (Presentation - 10%, Written Report - 25%)

You should self-form a team (ranging from 3 to 5 persons) to do this final project. The team can be the same as, or different from the team formed for case presentation and analysis.

You have two options for the final project.

Option 1: identify an existing partnership across sectors. This partnership could be one in which you have worked or it could be a local, national, or international partnership that you contact directly for information. Analyze the incentives and motivations of the stakeholders of the partnership, evaluate the partnership’s performance (effectiveness, accountability etc.), assess its leadership, and propose suggestions for improvement.

Option 2: Propose a new partnership aimed at solving an important, real-life problem. You can target at: (i) a collaborative project between a business organization and an NPO; (ii) a business organization or NPO that can approach an existing public agency; or (iii) a public agency that can feasibly invite private partner(s) into the transaction. If you select this option, you should prepare a high-level assessment of the partnership’s feasibility, including market, technical, and financial feasibility. Moreover, please specify clearly the forms, length, and depth of collaboration, describe the implementation plan and provide risk analysis.

*Format:* The final report should be around 20 pages (double-spaced, 12 point font) including references, tables, and exhibits.

*Timeline:* Each group will need to present the idea (with a one-page proposal submitted) on February 15. The teams will present their final product during the last class session (April 25). The final report is due on May 2 by 6pm EST via email. You are encouraged to discuss intensively with me about the final project progress and/or concerns in my office, especially during the Work Day Session (Session 13).

Note that all group grades will be subject to adjustment based on the peer evaluation scores. A sample peer evaluation form is provided in Appendix 2.

### **REQUIRED COURSE MATERIALS**

- Course Packet:  
<https://cb.hbsp.harvard.edu/cbmp/access/44651415>  
Please use the above course packet link to have access to all seven cases. Note that you need to first register as a student on the website before logging in.
- We use Canvas to post non-case readings, course slides, and other important files.

### **GRADE SCALE**

The following grading scale will be used for final grades.

98 – 100%	= A+	80 – 82.9%	= B-
93 – 97.9%	= A	77 – 79.9%	= C+
90 – 92.9%	= A-	73 – 76.9%	= C
87 – 89.9%	= B+	70 – 72.9%	= C-
83 – 86.9%	= B	Below 70%	= Failing

### **IMPORTANT COURSE POLICIES:**

#### **1. *Submission of work and late assignments/papers***

All assignments/papers are to be submitted via email. The format should be non-PDF. Students who wish to submit a hard-copy as well may do so by leaving a copy with the professor. Final project papers are due by 6:00 p.m. on the assigned due date. A deduction of one full letter grade will be taken for all late papers. The instructor may make exceptions in exceptional circumstances. Failing to plan ahead, unfortunately, is a common problem and not an exceptional one.

#### **2. *No laptop/iPhone/iPad use during class time***

The use of laptop/iPhone/iPad is prohibited during class time because occasional Internet surfing is a huge distraction of classroom dynamics.

#### **3. *Withdraws and incomplete***

A grade of "Incomplete" may be arranged for a student who is unable to complete the course for reasons beyond his or her control. The instructor reserves the right to refuse to issue an incomplete in cases where sufficient cause or evidence is missing. Poor performance does not provide a basis for an Incomplete. A "W," for withdrawal, will be given in conformance with university policy. Completion of an "I" grade is expected in the following semester.

## COURSE SCHEDULE

*Note: Instructor reserves the right to adjust schedule as needed, especially the sessions of guest speakers.*

<b>Module I: The Fundamentals of Collaboration</b>	
<p>Session 1 Jan. 13 (W)<sup>2</sup></p>	<p><b>Introduction</b> During this class we will discuss the course structure and set expectations. We will also get to know each other and our particular interests and backgrounds. We will also start familiarizing ourselves with the broad discourse on collaboration within and across sectors.</p>
<p>Session 2 Jan. 25</p>	<p><b>The “Why”, “What”, “How”, and “So What” of Collaboration</b> <b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Austin, J. E. (2000). Strategic collaboration between nonprofits and business. <i>Nonprofit and Voluntary Sector Quarterly</i>, 29(suppl 1), 69-97.</li> <li>• Guo, C. and Acar, M. (2005). Understanding collaboration among nonprofit organizations: Combining resource dependency, institutional, and network perspectives. <i>Nonprofit &amp; Voluntary Sector Quarterly</i>, 34(3), 340-361.</li> <li>• Thomson, A. M., &amp; Perry, J. L. (2006). Collaboration processes: Inside the black box. <i>Public administration review</i>, 66(s1), 20-32.</li> <li>• “Learning by the Case Method” (Harvard Business School article)</li> </ul> <p><u>Questions for Discussion:</u></p> <ol style="list-style-type: none"> <li>1. What is collaboration?</li> <li>2. Why do some activities need to be carried out by more than one organization?</li> <li>3. Why do nonprofits collaborate with others and/or other sectors (e.g., environmental and organizational factors)?</li> <li>4. What are the possible forms of collaboration?</li> <li>5. What’s the process of collaboration like?</li> </ol> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Roundtable discussion of assigned readings.</li> <li>• Form your group and select the “case presentation and write-up” project.</li> <li>• Form your group and get started on your final group project.</li> </ul>
<p>Session 3 Feb. 1</p>	<p><b>The Leadership Challenge</b> <b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Moore, M. H. (2000). Managing for value: Organizational strategy in for-</li> </ul>

<sup>2</sup> The first Monday session is held on Wednesday (Jan 13) of the same week.

	<p>profit, nonprofit, and governmental organizations. <i>Nonprofit and Voluntary Sector Quarterly</i>, 29(suppl 1), 183-208.</p> <ul style="list-style-type: none"> <li>• Crosby, B. C., &amp; Bryson, J. M. (2010). Integrative leadership and the creation and maintenance of cross-sector collaborations. <i>The Leadership Quarterly</i>, 21(2), 211-230.</li> </ul> <p><u>Questions for Discussion:</u></p> <ol style="list-style-type: none"> <li>1. What is strategy for business organizations?</li> <li>2. Compared to business organizations, what are the unique features of nonprofit and governmental organizations?</li> <li>3. What are the key elements of the alternative strategy model proposed by Moore (2000)? Explain it.</li> <li>4. What is the framework on the creation and maintenance of cross-sector collaboration (Crosby and Bryson, 2010)?</li> </ol> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Roundtable discussion of assigned readings.</li> <li>• Continue to work on your group projects.</li> </ul>
--	---

**Module II: Key Issues in Collaboration**

<p>Session 4 Feb. 8</p>	<p><b>Intersection of Public and Private Value</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>Case 1:</b> Donahue, John D. and Susan Rosegrant. Parks and Partnership in New York City (B), KSG Case No 1744 (HKS229-PDF-ENG), pages 12-20 (Note: You need to study only the Bryant Park Piece.)</li> <li>• Stern, Andrew. "Chicago leases parking meters for \$1.16 billion", Reuters, December 2008 : <a href="http://www.reuters.com/article/2008/12/02/chicago-parkingmeters-idUSN0227950220081202">http://www.reuters.com/article/2008/12/02/chicago-parkingmeters-idUSN0227950220081202</a></li> <li>• Olson, Scott. "Parking deal netting city more meter money", Indianapolis Business Journal, August 2011: <a href="http://www.ibj.com/parking-deal-netting-city-more-money/PARAMS/article/28958">http://www.ibj.com/parking-deal-netting-city-more-money/PARAMS/article/28958</a></li> </ul> <p><u>Questions for Discussion:</u></p> <ol style="list-style-type: none"> <li>1. What is value?</li> <li>2. What is private value? What is public value?</li> </ol> <p><u>Study Questions for Case 1:</u></p> <ol style="list-style-type: none"> <li>1. What were the problems/challenges faced by the park?</li> <li>2. What motivated the park to partner with other stakeholders?</li> <li>3. How did the park address the problems? Highlight the innovative tactics and strategies in improving public assets.</li> <li>4. Details of collaboration: How were responsibilities divided between the partners?</li> </ol>
-----------------------------	--

	<p>5. Application question: how do you apply the strategic triangles of Moore (2000) to this case? How do you account for the values created by partners from different sectors of the economy?</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion of Case 1, based on the study questions.</li> <li>• Roundtable discussion of assigned readings and Moore (2000)</li> </ul>
<p>Session 5 Feb. 15</p>	<p><b>Accountability and Performance Evaluation</b></p> <p><b>Guest Speaker:</b> <b>Dr. Chao Guo</b> Associate Professor of SP2, Penn Fellow</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Acar, M., Guo, C., &amp; Yang, K. (2012). Accountability in voluntary partnerships: To whom and for what? <i>Public Organization Review</i>, 12(2), 157-174.</li> <li>• Acar, M., Guo, C., &amp; Yang, K. (2008). Accountability when hierarchical authority is absent views from public-private partnership practitioners. <i>The American Review of Public Administration</i>, 38(1), 3-23.</li> <li>• Gazley, Beth, and Guo, Chao (2016). What do we know about nonprofit collaboration? A comprehensive systematic review of the literature. Working paper.</li> </ul> <p><u>Questions for Discussion:</u></p> <ol style="list-style-type: none"> <li>1. What is accountability? Why is it a challenge in partnerships?</li> <li>2. We examine three key dimensions of accountability in partnerships: <ul style="list-style-type: none"> <li>- Accountability to whom?</li> <li>- Accountability for what?</li> <li>- Accountability how?</li> </ul> </li> <li>3. Difference between accountability and answerability?</li> <li>4. How to evaluate a partnership's performance?</li> </ol> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion of assigned readings.</li> <li>• Presentation of your final project idea (10 minute/group + Q&amp;A)</li> </ul> <p><b><u>DUE:</u></b> <b>Final project proposal (1-page memo and informal presentation):</b> Identification of collaboration/partnership to be studied.</p>
<p>Session 6 Feb. 22</p>	<p><b>Collaboration's "Evil Twin" (1) — Competition</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Ritchie, R. J., &amp; Weinberg, C. B. (2000). A typology of nonprofit</li> </ul>



	<p>competition: Insights for social marketers. <i>Social Marketing Quarterly</i>, 6(3), 64-71.</p> <ul style="list-style-type: none"> <li>• Chetkovich, C., &amp; Frumkin, P. (2003). Balancing margin and mission nonprofit competition in charitable versus fee-based programs. <i>Administration &amp; Society</i>, 35(5), 564-596.</li> <li>• Barman, E. A. (2002). Asserting difference: The strategic response of nonprofit organizations to competition. <i>Social Forces</i>, 80(4), 1191-1222.</li> </ul> <p><u>Questions for Discussion:</u></p> <ol style="list-style-type: none"> <li>1. What are the major forces that can affect the intensity of rivalry of the environment for nonprofits?</li> <li>2. What are the characteristics of the competitive environment for nonprofits?</li> <li>3. What fundamental strategies nonprofits can use to compete? In particular, what is price- and differentiation-based competition for nonprofits?</li> <li>4. Compare and contrast competitive strategies for nonprofits and for business organizations.</li> <li>5. What are the five competitive forces shaping an industry/sector?</li> </ol> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Roundtable discussion of assigned readings.</li> <li>• Continue to work on your group projects.</li> </ul>
<p>Session 7 Feb. 29</p>	<p><b>Collaboration's "Evil Twin" (2) — Competition in the Education Sector</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Zimmer, R., &amp; Buddin, R. (2009). Is charter school competition in California improving the performance of traditional public schools? <i>Public Administration Review</i>, 69(5), 831-845.</li> <li>• Ren, C., Guo, C., Meier, K., &amp; O'Toole, L. (2016). Intended and unintended effects of strategic choice: competition, differentiation, and performance of Texas charter schools. Working paper.</li> </ul> <p><u>Questions for Discussion:</u></p> <ol style="list-style-type: none"> <li>1. What are the five competitive forces shaping an industry/sector (continued)?</li> <li>2. NPO Competition in the public education sector: Did charter schools create beneficial competition in education?</li> <li>3. Summarize for each reading: <ul style="list-style-type: none"> <li>- Research question?</li> <li>- Setting and methods?</li> <li>- Findings?</li> <li>- Critiques?</li> </ul> </li> </ol>

	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Roundtable discussion of assigned readings.</li> <li>• Continue to work on your group projects.</li> </ul>
<p><b>Module III: Collaboration in Context</b></p>	
<p>Session 8 March 14</p>	<p><b>CASE: Transportation and Infrastructure Partnerships – Taiwan and India</b></p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. <b>Case 2:</b> Kelman, Steven. Taiwan’s High-Speed Rail (THSR): A Public-Private Partnership (PPP) Hits a Speed Bump. KSG Case No 1910 (HKS116-PDF-ENG).</li> <li>2. <b>Case 3:</b> Transportation in India (two newspaper articles) Anand, Geeta. “Indian Road Hits Unexpected bumps.” <i>Hot Kashmir</i>, September 8, 2010. <a href="http://www.hotkashmir.com/hot-kashmir-news/hk-national/853-indian-road-hits-unexpected-bump-by-greeta-anand">http://www.hotkashmir.com/hot-kashmir-news/hk-national/853-indian-road-hits-unexpected-bump-by-greeta-anand</a> Yardley, Jim. “New Taj Mahal Highway Plan Makes Farmers Stakeholders.” <i>Jakarta Globe</i>, February 23, 2001. <a href="http://www.thejakartaglobe.com/archive/new-taj-mahal-highway-plan-makes-farmers-stake-holders/">http://www.thejakartaglobe.com/archive/new-taj-mahal-highway-plan-makes-farmers-stake-holders/</a></li> </ol> <p><u>Study Questions for Case 2:</u></p> <ol style="list-style-type: none"> <li>1. Why was the partnership formed? In other words, why couldn’t the Taiwanese government launch the project itself?</li> <li>2. What factors did each partner consider in conducting the cost-benefit analysis?</li> <li>3. What were the government policies to facilitate and regulate the process?</li> <li>4. How did financing, technical, and real estate issues contribute to the outcome?</li> <li>5. What could each partner have done to avoid the financial trouble? Please explain your recommendations.</li> </ol> <p><u>Study Questions for Case 3:</u></p> <ol style="list-style-type: none"> <li>1. Who owned the lands in India? How did the cost of land acquisition in Taiwan differ from in India?</li> </ol> <p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• PPPs in transportation projects in the U.S.</li> </ul> <p><b>DUE:</b> <b>Group case presentation and case write-ups start from March 14.</b></p>

<p>Session 9 March 21</p>	<p><b>Guest Speaker:</b> <b>Ms. Viviana Chiu-Sik Wu</b> MS in Nonprofit Leadership, currently Research and teaching Assistant at SP2</p> <p><b>CASE: Environmental Defense Partnerships – FedEx, Eaton and ED</b></p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. <b>Case 4:</b> Trager, Alan M. and Barbara Mack. “Power Partnership: The Creation of a Hybrid Electric Delivery Truck - Eaton, Federal Express, and Environmental Defense.” KSG Case No 1820 (HKS316-PDF-ENG)</li> <li>2. Wald, Matthew L. “After Initial Promise, Hybrid Trucks Stall,” <i>New York Times</i>, April 27. 2008. <a href="http://www.nytimes.com/2008/04/27/automobiles/27TRUCK.html?r=0">http://www.nytimes.com/2008/04/27/automobiles/27TRUCK.html?r=0</a></li> <li>3. “FedEx Report Shows 15.1% Fleet Fuel Economy Improvement as of 2010,” <i>Work Truck Magazine</i>, July 26, 2011. <a href="http://www.automotive-fleet.com/channel/fuel-management/news/story/2011/07/fedex-report-shows-15-1-fleet-fuel-economy-improvement-as-of-2010.aspx?prestitial=1">http://www.automotive-fleet.com/channel/fuel-management/news/story/2011/07/fedex-report-shows-15-1-fleet-fuel-economy-improvement-as-of-2010.aspx?prestitial=1</a> <a href="#">Maybe I should drop one newspaper article and assign the Stanford case to provide the basic economics of HEC</a></li> </ol> <p><u>Study Questions for Case 4:</u></p> <ol style="list-style-type: none"> <li>1. Why was the partnership formed? The contributions of each participant?</li> <li>2. What were the challenges for Eaton (seller) to commercialize the technology?</li> <li>3. Why didn’t FedEx (buyer) want to adopt the technology?</li> <li>4. What could have been done by any of the participants (including the governments) to break the impasse? Please explain your recommendations.</li> </ol> <p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Technology evolution and technology adoption</li> </ul>
<p>Session 10 March 28</p>	<p><b>CASE: Global Retail Partnerships – Walmart Puerto Rico</b></p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. <b>Case 5:</b> Myrna Comas and Julia Sagebein. “Walmart Puerto Rico: Promoting Development through a Public-Private Partnership.” IVY Case: 910M24-PDF-ENG.</li> <li>2. Milton Friedman, “The Social Responsibility of Business is to Increase its Profits.” <i>The New York Times Magazine</i>, September 13, 1970.</li> <li>3. John Mackey, “Rethink the Social Responsibility of Business”, October 1, 2005.</li> </ol> <p><u>Study Questions for Case 5:</u></p>

	<ol style="list-style-type: none"> <li>1. Who were the stakeholders of the Sowing the Development of the Country partnership and what was their role in it? Use a table to list all the stakeholders and their respective roles.</li> <li>2. SWOT: Analyze the strengths and opportunities of the partnership.</li> <li>3. SWOT: Analyze the weaknesses and threats of the partnership.</li> <li>4. What have been Walmart’s strategies on corporate social responsibility (CSR)? Conduct external library research and provide a summary. Was this partnership consistent with Walmart’s CSR strategy?</li> <li>5. Could the partnership be expanded in Puerto Rico? Explain your assessment.</li> </ol> <p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Corporate Social Responsibility</li> <li>• <u>Debate:</u> whose view do you agree with, Friedman or Mackey? Why?</li> </ul>
<p>Session 11 April 4</p>	<p><b>CASE: Health Care Partnerships</b>  <b>Case – GlaxoSmithKline in Brazil: Public-private Vaccine Partnerships</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>Case 6:</b> Arthur A. Daemmrich and Ian Mckown Cornell. “GlaxoSmithKline in Brazil: Public-private Vaccine Partnerships.” HBS712049-PDF-ENG.</li> </ul> <p><i>Study Questions for Case 6:</i></p> <ol style="list-style-type: none"> <li>1. Describe the macroeconomic and political context of Brazil. What were the opportunities and challenges in Brazil’s pharmaceutical industry?</li> <li>2. Describe the latest deal between Fiocruz and GSK? How has the GSK-Fiocruz relationship developed over time?</li> <li>3. What were the incentives for GSK and Fiocruz to form this partnership? Use a table to list their incentives and see if they were aligned.</li> <li>4. Did this PPP give GSK a sustained competitive advantage, or just a short-term edge? Explain why.</li> <li>5. Was PPP a scalable strategy for GSK worldwide, or just applicable to vaccines in Brazil?</li> </ol> <p><b>Case – Eli Lilly Partnership: A Global Health Care Delivery Challenge</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>Case 7:</b> Trager, Alan M. and Jessica-Droste Yagan. “The Eli Lilly MDR-TB Partnership.” KSG Case 1871 (HKS239-PDF-ENG).</li> </ul> <p><i>Study Questions for Case 7:</i></p> <ol style="list-style-type: none"> <li>1. What public value could be created by Lilly’s initiative?</li> <li>2. What were the risks of transferring pharmaceutical manufacturing technology to partners in a variety of countries?</li> <li>3. What were the motivations of the partners in this case to form the partnership? Use a table to list the motivations of all partners.</li> </ol>

	<ol style="list-style-type: none"> <li>4. What were the benefits and risks of a company of Lilly's stature to initiate and manage a partnership of this complexity?</li> <li>5. What could the Ministers of Health for each country do to make the partnership more effective?</li> <li>6. Were there lessons from the Lilly partnership that may be applied to other global health care challenges?</li> </ol>
<p>Session 12 April 11</p>	<p><b>Guest Speaker:</b> <b>Dr. Michael Meyer</b> University Professor, Head of the Institute for Nonprofit-Management WU Vienna (University of Economics and Business)</p> <p><b>CASE: Global Apparel Partnerships – Homeless World Cup (HWC) and Nike</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• <b>Case 8:</b> Jocelyn Hornblower, George Foster, and Norm O'Reilly. "Homeless World Cup: Social Entrepreneurship, Cause Marketing, and A Partnership with Nike." Stanford Case: E376-PDF-ENG.</li> </ul> <p><u>Study Questions for Case 8:</u></p> <ol style="list-style-type: none"> <li>1. General conceptual question: What is cause marketing? What are the benefits of cause marketing for participants? Conduct external research to provide an explanation.</li> <li>2. HWC: What were the key factors that explained the growth to date of the Homeless World Cup? What factors may inhibit HWC's growth going forward?</li> <li>3. HWC: what were the benefits for HWC to partner with Nike?</li> <li>4. Nike: What were the benefits for a company like Nike to partner with HWC? What could potentially go wrong with the events? What are the associated risks?</li> <li>5. Mel Young viewed the Nike partnership as a "jewel." Recommend a strategy to Young that would make the continued high-level involvement of Nike highly likely.</li> </ol>
<p>Session 13 April 18</p>	<p><b><u>In-class Exam (1 hour)</u></b></p> <p><b>Work Session</b> No class meeting after the exam; work on your group final project and study for your exam. I will hold office hours during the regular class time.</p>
<p>Session 14 April 25</p>	<p><b>Final lecture</b> <b>Student presentations</b></p>
<p>May 2</p>	<p><b>Final project paper DUE at 6pm via email.</b></p>

### APPENDIX 1: HOW TO FORMAT A BUSINESS REPORT? <sup>3</sup>

Writing a business is an unpleasant task for those who do not enjoy organizing and writing information. However, once you learn a specific format and use it in several business reports, your dislike transforms to delight in personal achievement.

1. Begin the business report with an executive summary. This section is usually all a top executive or high-level manager reads. Make this section concise and easy to read. The main points, conclusions and recommendations are the primary components of the executive summary. Write this section last **after** you have had time to fully evaluate the report information in its entirety.
2. Include an introduction section after the executive summary. The introduction section includes the report background and any methodology used to address the issue the report discusses. For example, the introduction of a business report about whether television ads are effective could include a methodology explaining the number of telephone interviews conducted with households to answer this concern.
3. Put the main body of the report next. The main body is the details behind how you addressed the business issue at hand. Separate the main section into logical subsections. **For the case write-up of NPLD592**, please organize the sections and subsections according to the assigned study questions.
4. Finish the business report with a conclusion and recommendations section. In this section, wrap up all the points presented and discuss the implications of what you discovered. Finish the report by recommending what the business should do with the presented information.
5. Add **appendices** for non-essential information like maps, charts and graphs that support your points but are not necessary to explain it. An appendix is very detailed information that an expert uses when reading the report, so technical terms are acceptable.
6. Always add **page numbers**.
7. Always add **references**. To learn how to cite, check this web link of the *Strategic Management Journal*, the top journal in the management field:  
<http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291097-0266/homepage/ForAuthors.html>. Read the subsection “**Reference and citations style**”.
8. If you need any extra explanation for an argument, you should insert a **footnote** to add the explanation.

Want to find out more about business report format? Read:  
[http://bestentrepreneur.murdoch.edu.au/Guide To Report Writing.pdf](http://bestentrepreneur.murdoch.edu.au/Guide%20To%20Report%20Writing.pdf)

---

<sup>3</sup> Source of information:  
[http://www.ehow.com/how\\_2272372\\_format-business-report.html](http://www.ehow.com/how_2272372_format-business-report.html)

**APPENDIX 2: PEER EVALUATION SAMPLE FORM**

It is required that every student fill out and submit via email the peer evaluation form at the end of semester when s/he submits the final project report.

One of the enduring difficulties of using group projects in a class is assessing the contributions of individual group members to the final product of the group. Consequently, in evaluating group project work and assigning grades, I like to have input from the members of the groups that participated. In this regard, I would like you to evaluate each of your group members on the following scale:

- 1 = this group member did virtually nothing on the project.
- 2 = this group member gave minimal input, i.e., he or she came to some meetings and did a few things to contribute.
- 3 = this group member gave a fair amount of input, i.e., he or she came to most meetings and contributed in meaningful ways.
- 4 = this group member substantially contributed to the project, i.e., at almost all meetings, made strong contributions to data collection, analysis, writing, organizing, etc.
- 5 = this group member was a mainstay of our project, a major contributor.

Before you assign a score to each group member, please consider your responsibility in this task. Evaluation is always unpleasant. It is always hard to decide what is "fair". On the other hand, it will be something you face the rest of your managerial career and it is not to be taken lightly. Equity is not just a perception; it is real. Members of organizations who contribute more should expect more. Be fair, be honest, but be frank. **Students who receive an average rating that is less than 3 but greater than or equal to 2, i.e., 2.0 to 2.99, by other team members will have at least 10% deducted from their group work point total; students who have an average rating less than 2 will have 20% deducted. The instructor reserves the right to make other adjustments if necessary.**

- (1) Record a rating (1-5) next to each person's name, including your own;
- (2) **Provide comments (this is required);**
- (3) Submit it to me in person or via email.

<b>Group #:</b>	<b>Case Presentation &amp; Write-up:</b>
<i>Team member name</i>	<i>Rating (1-5)</i>
(your name here)	
<b>Group #:</b>	<b>Final Project Topic:</b>
<i>Team member name</i>	<i>Rating (1-5)</i>
(your name here)	

Comments:

About your professor:

Charlotte R. Ren

I am a visiting Assistant Professor of SP2 and a Senior Fellow of Wharton at the University of Pennsylvania. Previously I was on faculty at Purdue University's Krannert School of Management where I have taught courses in Strategic Management, Innovation Management, Entrepreneurship, and International Business at the undergraduate, MBA, and Ph.D. levels. I obtained my Ph.D. degree in Management and Master degree in Economics from UCLA, and my undergraduate degree in International Politics with a minor degree in Law from Peking University, China.

My research interests focus on two areas, competitive strategy, and innovation & entrepreneurship. My current research investigates how business and nonprofit organizations compete along nonprice dimensions including product variety, geographic location, and service. For example, my research shows that when retail stores offer "price match guarantees" that prevent them from turning to price reductions to attract consumers, they compete in product variety depending on whether their rivals are co-located or not. I also examine how organizations adjust innovation strategy and manage corporate entrepreneurial processes to improve their technological competence and overall performance. My research covers a variety of setting including retail industry, hard disk drive industry, computer workstation industry, and charter schools.

My research has been published in the *Academy of Management Best Paper Proceedings*, *Management Science*, the *Journal of Management*, and the *Strategic Management Journal*. My paper "the Rise and Fall of Entrepreneurial Opportunities inside Organizations: A Process Model for Corporate Entrepreneurship" received the "Research Promise" Award from the Entrepreneurship Division of the Academy of Management Conference. I have served as a regular reviewer for the Academy of Management conference, and also for the *Academy of Management Journal*, *Organization Science*, and *Strategic Management Journal*.

I am a social entrepreneur. I have recently launched *Penn Restorative Entrepreneurship Program (PREP)* and served as its faculty director. One initiative of this program is to teach and help formerly incarcerated people to become entrepreneurs.

When I am not teaching or doing research, I enjoy jogging, yoga, travelling, cooking, and re-reading pre-modern classical Chinese literature and novels of Eileen Chang.

I look forward to working with you this semester.

Best Regards,

*Charlotte*

Professor Charlotte R. Ren