SYLLABUS
ENRGYENV 625E
Energy, Markets, and Innovation
Fall 2019 EMBA Superterm
In-person: September 15 – September 20, 2019
Distance: October 5 – November 30, 2019

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Description: The energy and transportation industries are some of the most capital-intensive and fastest-growing industries in the world. Emerging economies are rapidly building infrastructures to meet the rising needs of their citizens, while developed markets are evolving their systems to balance services, cost, consumer preferences, and environmental considerations. In this course, we will apply principles from economics, finance, and strategy to understand energy transitions, with a focus on electricity and transportation. Specifically, we will explore how supply and demand, industry structure, technology, policy, and prices evolve over time. We will also explore how value is created in these industries, and how risks are managed. Finally, we will also examine the role of public policy and regulation in shaping energy markets. Many of these factors will be demonstrated in a simulation exercise called CarbonSim that we will host during the residency.

By using targeted readings, case studies, lectures, and guest lectures, we will observe how these dynamics play out in specific market and historical contexts. In addition, we will learn how to use practical analytical tools such as cost curve analysis to make empirically grounded business decisions. With this grounding, we will consider the practical, political, and market factors that should be considered in debates about energy security, mobility, security, infrastructure, natural resources, climate regulation, and other hot topics. This class is designed to meet the learning needs of students with experience in the energy and/or transportation industries, but also to provide a valuable introduction to this dynamic space for non-specialists.

Course Requirements:

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<td>Sept 15, 16, 17, and Oct 4</td>
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Evaluation criteria for this course include:

- **Class attendance and participation (24%)**: Class attendance and participation is a crucial part of the learning process in this course. You will learn a great deal from the ideas of others in the class. It is essential that you come to class prepared to share your insights with others and to compare your perspective on the day’s topic with the perspectives of your peers. You will be evaluated on the quality of your engagement in the discussion, creative and thoughtful insights, and respect for others’ contributions. However, more is not better, so be prepared to contribute to a balanced conversation involving all participants.

- **Case assessments (24% total; 6 points each)**: Please submit four brief statements (~400 words in PDF format, 12-point text, single spaced) on the following case studies/videos: **Equinor (Sept 15)**, **Enel (Sept 16)**, **Ford (Sept 17)**, and **Ørsted (Oct 4)**. Please note the guide questions in each class session description below.

- **CarbonSim team assessment (10%)**: The CarbonSim simulation (created by Environmental Defense Fund) teaches the principles of emissions trading and brings carbon markets to life. This tool allows program administrators to test options for market design, and trains investors and industry participants to design carbon portfolio management strategies. Students will work in teams to participate in a large group exercise on campus on Sept. 19 (facilitated by EDF). After the residency, teams will document and submit their learnings in a Team Debrief document. Please submit a ~800-word debrief, in PDF format using 12-point single-spaced text. See target questions below.

- **“Which Type of Power Plant?” case assessment (12%)**: Please write a memo (~1,000 words, in PDF format, 12-point single-spaced) providing a recommendation for the case study “Coal, Nuclear, Natural Gas, Oil, or Renewable: Which Type of Power Plant Should We Build?” See target questions below.

- **En-ROADS team assessment (10%)**: The En-ROADS simulation (created by MIT and maintained by Climate Interactive) allows student teams to explore how changes in global GDP, energy efficiency, R&D, carbon price, fuel mix, and other factors can impact carbon emissions, energy access, and global temperatures. This simulation program allows for testing of hundreds of factors, making it ideal for decision-makers in government, business, NGOs, and civil society. Students will work virtually in teams to complete the En-ROADS exercise, and document their strategy and insights in a Team Assessment document.

- **Final project – paper (15%) and presentation (5%) = (20%)**
  The electricity industry is currently undergoing profound shifts driven by new technologies, evolving policy priorities, emerging business models, and changing consumer needs and expectations. For your final project, please select one of
the below innovations, and assess its potential impact on electricity markets, customers, and system over the next 10 years.

This year, we have the opportunity to frame this project in the context of an ongoing real world project with National Grid in Rhode Island. Due to constraints on its natural gas infrastructure, the region of Aquidneck Island in Rhode Island is developing a strategic outlook and roadmap for integrating new and traditional solutions to meet the growing energy needs of the Island. These solutions might include renewables, renewable natural gas, hydrogen blending, electrification of heat options, as well as demand side approaches to energy efficiency and demand management. These options will be evaluated on the basis of relative cost, compatibility, feasibility, regulatory support, and public acceptance.

You will write an individual paper on this topic. Imagine preparing this analysis to share with industry professionals and investors at a major “energy futures” conference in Rhode Island in 2020. Your paper should be a minimum of 1,200 words, single-spaced – but you will not be penalized if it is longer. You may also include relevant tables or graphics and provide proper citations. You should use multiple data sources and demonstrate the breadth of your research by considering different perspectives. Highlight any key assumptions or debates that impact your assessment.

In addition, you will prepare and deliver a 7-minute presentation, followed by 3-minute Q&A in one of the distance sessions.

Innovations:
1. Onshore renewables
2. Energy storage (batteries, vehicle-to-grid, new chemistries)
3. Electric/autonomous vehicles
4. Offshore wind or other ocean-based energy sources
5. Energy efficiency
6. Demand management
7. Smart grid/microgrids
8. Renewable natural gas
9. Hydrogen
10. Electrification (especially of heat options)
11. OTHER (topic to be approved ahead of time by instructor)

In your analysis, please consider the following questions:

1. What is the current utilization of this innovation in the energy system, and how is it likely to evolve over the next 10 years?
2. What is the value proposition of this innovation for the energy system – affordability? resiliency? customization? reduced environmental impacts? others? What are the potential drawbacks, risks, or liabilities?
3. Is this innovation appropriate for use on Aquidneck Island? What considerations should be taken into account in this context?
4. How might economic, political, regulatory, customer, and social trends over 10 years (global or regional) interact with this innovation?
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5. Using concepts learned in class, what impact might this innovation have on electricity supply and demand in the US?

6. How might industry economics be affected by evolution of this innovation?

7. What enablers or barriers exist that might influence the deployment of this innovation?

8. What existing companies would be attractive investments in the scenario you describe? What kinds of new ventures would you expect to emerge in this space?

Your paper should be an objective analysis of your target innovation – including both the promise and the challenges of adoption. Please conclude with a summary recommendation to energy industry participants and investors about what developments they might anticipate in the coming decade, and how they should respond. Keep in mind that your audience includes various stakeholders from Aquidneck Island.

Course Overview

Pre-assignment: Please review the below materials and come to class prepared to discuss the readings and Equinor case materials. Also note that brief case assessments are due on Sunday, Monday, and Tuesday during the residency. Each assignment should be based on careful study of the case materials and should inform the class discussion.

Background reading


  - Read Sections 4 (pp. 35-58), 8 (pp. 91-98), and 9 (pp. 101-116). You can also review optional sections 1-3, 5-7 for additional background.

  - Read Introduction, pp. xi-xxx.

Case: *Equinor’s strategic repositioning* (not a formal case study)

- EDGE Seminar (10/11/17): Gareth Burns, VP and Managing Director of Statoil Energy Ventures, Statoil/Equinor. (See 27:00-1:33:00).
ASSIGNMENT: Equinor assessment due on Canvas on Sunday, September 15 by 8:00 AM ET (before first class). Questions for Equinor reflection include:

1. Is Equinor’s rebranding effort another example of “greenwashing”, similar to BP’s failed attempt in the early 2000s? Or is it truly substantive?

2. Why might Equinor be more motivated to pursue a different strategy than the other oil majors? What similarities or differences do you note, relative to the other major oil & gas companies (e.g. Shell, BP, Exxon, Chevron)?

3. What key trends or discontinuities are they betting on? How much risk are they facing with these changes, and have these risks grown or receded through this change?

4. What specific investments are they making in the new energy economy? Are they missing anything critical? Should they be investing more or less at this stage?

5. Do you think this shift will work for Equinor?

Session 1 (9/15): Introduction to Energy Markets and Innovation

Description: This session will include an overview of the importance of energy in the global economy, including share of global GDP, role in industrial production, geographic distribution of energy resources, trade flows, and different types of energy. Within electricity, we will review different fuel types, and explore the unique aspects of electricity (e.g. inability to inventory, regulation, lack of price transparency, externalities like environmental impacts). We will also introduce concepts that will be used in the course, including: industry and firm economics, economics of supply and demand, market price-setting, decision making across timescales, externalities, and effects of regulation. Finally, we will explore the case of Equinor (formerly Statoil), and assess the strategic choices the company has made in the context of changing energy markets, climate change, and future value creation in the industry.

Readings:


Supplementary (optional):

ASSIGNMENT: Enel assessment due on Canvas on Monday, September 16 by 4:30 PM ET. Questions for Enel reflection include:

1. How do utilities make money? What is their business model?
2. What kind of company was Enel prior to the new CEO’s arrival in 2014? What were the main drivers that compelled Enel to change direction?
3. From Enel’s perspective, what are the most important technological, policy, and consumer changes occurring in the energy sector?
4. How did Enel reorganize to accomplish its new business goals?
5. What leadership qualities are needed for leadership to navigate complex transitions? How is Ernesto Ciorra doing so far?
6. Do you think Enel will be successful over the next decade? Why or why not?

Session 2 (9/16): Energy Supply and Demand

Description: In this session, we will discuss the case study of Enel and evaluate the risks and opportunities of their current strategy. In the second half of the session, we will also consider the dynamics of energy demand, identify primary demand segments, and assess seasonal, intraweek, and intraday demand profiles. Finally, we will investigate relevant technological changes and consumer preferences and their implications for energy markets.


Readings/video:


ASSIGNMENT: Ford assessment due on Canvas on Tuesday, September 17 by 11:15 AM ET. Questions for reflection include:

1. In what ways are consumer preferences changing in Ford’s different market segments and geographies? Are consumers able to articulate what they will be eager to buy five years from now?
2. How significant are the new industry entrants and their technologies? Have any of them introduced truly disruptive innovations that are potentially lethal for established automakers?
3. Which Research & Development initiatives should the company bet on, and how aggressively should it invest to build new capabilities?
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4. What kinds of partnerships should Ford initiate to acquire technologies that it cannot or does not want to build in-house?

5. Does the concept of “disruption” provide a helpful model for understanding Ford’s current dilemmas? What are the limitations of this model, and are there other ideas that are more useful for understanding Ford’s competitive landscape?

6. How can a company reinvent itself when it has such a long history, an established business model, and massive legacy infrastructure? Has Mark Fields chosen the right approach?

Session 3 (9/17): Future of Mobility: Disruption or Continuity?

Description: Today’s session will focus on 2 different parts of the energy landscape: electric utilities and carmakers. While these markets are very different, they both are going through rapid change and turbulence. Changes in technologies, public policies, and consumer demand are threatening established incumbent players, and undermining traditional business models. We will explore the potential future scenarios for these different industries, and how different companies and leaders are navigating this environment.

Case: Disruption in Detroit: Ford, Silicon Valley, and Beyond (A)

Readings:

  - Read Executive Summary, pp. 6-27.
  - Read Executive Summary, pp. 3-19.

Supplementary (optional):


Session 4 (9/18): Climate, Risk, and Business Strategy

In this session, we will investigate the implications of climate change for the energy industry, and for the global economy overall. One of the primary drivers of global change is the pressure to rapidly decarbonize our economy, but there is heated debate about the urgency of the problem, solution pathways, risks, investment approaches, and responsibilities of different parties. While this discussion has largely been driven (or blocked) by governments and international bodies, the energy and transportation industries sit in the center of this debate, and face
daunting challenges about what technologies to implement, where to invest, how to engage in the policy process, and many other issues. This discussion will be an important context for the choices made in the En-ROADS simulation in the following session.

Readings:

- ARPA-E website

Session 5 (9/19): CarbonSim Simulation:

Description: We will divide the class into teams to experiment with the CarbonSim simulation, in order to explore design choices for the introduction of carbon markets. The goal of the simulation is to evaluate – from the perspective of market creators and market participants – the implications of specific choices regarding the design of carbon markets. Teams will be evaluated based on the insights generated from the exercise rather than superior performance. These insights will be shared in the debrief session the following day, and then documented in an team assignment completed by October 12 at 11:59 PM ET.

Readings:

- Preliminary materials for the CarbonSim simulation. Available on Canvas.

Session 6 (9/20): Reflections, Guest Speaker, and Distance Preparation

A. Reflections on the CarbonSim Simulation: Each team will reflect on their decisions and outcomes from the CarbonSim simulation and the dynamics that emerged. In the debrief discussion, we will explore analogies to real world carbon market choices and debates. We will pay special attention to design choices, consequences, incentives, tradeoffs, emergent strategies, and surprises that occurred in the simulation.

B. Guest speaker: tbd

C. Overview of Distance Sessions, course assignments, and final project: In this final in-person session, we will review the upcoming distance sessions, describe assignments, and discuss the final project.
Distance Session 7 (10/5): Environment, renewables, and subsidies

Description: In this session, we will introduce the growing importance of environmental impacts (particularly carbon emissions), the various methods for including these concerns in the economic equation (either through taxes or subsidies), and the market reactions to these efforts. We will also discuss how these dynamics affect R&D investment, shape capital flows and alter economic incentives. Finally, we will review a recent report from the International Renewable Energy Agency that describes a roadmap for energy system transformation to 2050.

Case: Ørsted Goes Global

Readings:

  □ Read Chapters 1-3.


Supplementary (optional):

- TED Talk: David Mackay (2012)

ASSIGNMENT: CarbonSim team assessment AND Orsted case assessment due on Canvas on Friday, October 4 by 11:59 PM ET.

Orsted case: Questions for reflection include:

1. What were the primary drivers for DONG/Orsted to transition toward clean energy? Did they moved too fast/too slow/about right pace?

2. What characteristics of offshore wind make it like/different from other generation sources? How did these factors relate to the emerging opportunity in the US’s East Coast?

3. How did Orsted’s business model help to manage risk and reduce costs?

4. In the US, what key incentives for offshore investment did Orsted communicate to key stakeholders?

5. What strategic and organizational challenges did Orsted face in growing its US business?

6. What other competitors are well-positioned to challenge Orsted in the US market? What are Orsted’s chances of staying ahead of the competition?

Distance Session 8 (10/19): Power Plant Economics
**Description:** Power companies have a wide range of factors to consider in selecting fuel sources to run their facility. Some of these factors are related to the economics of fuel and electricity generation while others relate to the interests of various stakeholders. In the prior simulation, our task was to decide whether to run assets, and at what price, based on economic factors. In this case, we will consider how generators make long-term, capital-intensive bets on fuel and plant options, based on assumptions about the market and future trends. In our distance session, please be prepared to share your recommendation for which type of plant PowerCo should build.

**Readings:**

- **Case:** “Coal, Nuclear, Natural Gas, Oil, or Renewable: Which Type of Power Plant Should We Build?”

**ASSIGNMENT:** Case recommendation due on Canvas on **Friday, October 18 by 11:59 PM ET** – Please write a memo (1,000 words) providing a recommendation for the case study “Coal, Nuclear, Natural Gas, Oil, or Renewable: Which Type of Power Plant Should We Build?”

In your assessment, please consider the following questions (**Note:** you do not need separate sections on each question; just be sure to address all questions in your overall assessment):

- Which technology is best (e.g. oil, natural gas, coal, or renewables)?
- Which issues should be considered?
- What features of the various options are important and why?
- Which option is most financially attractive?
- Who are the primary stakeholders, and what views will they likely have?
- How should PowerCo balance financial and other considerations?

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**Distance Session 9 (11/2): Energy Markets, Energy Futures**

In this session, we will discuss key insights and issues raised by the En-ROADS simulation. We will also connect some of these issues to the wider themes of the previous discussions in the class. We will also explore how these trends are playing out in real time by discussing BNEF’s Energy Outlook 2018.

**Readings:**

ASSIGNMENT: In preparation for this class, please work with your team to explore options in the En-ROADS simulation, and write a team assessment note due by Friday, November 1 at 11:59 PM ET.

Questions to consider in the simulation:
Please draft and submit a summary report (including relevant graphics from the simulation) summarizing your proposal. Your proposal should address the following considerations:

1. **Proposal**: What were your settings in the simulation? How did you choose each of the settings? What “2100 Temperature Increase” did you achieve? These selections should be included in a graphic slide on the first page of your report, similar to below:

   ![Proposal Slide](image)

2. **Meeting Goals**: Please comment on how well your proposal balanced the below considerations.
   a) **Climate**: Make as much progress as possible towards limiting postindustrial temperature increase to two degrees C.
      - **Questions**: How well do you think your proposal does regarding meeting climate goals? If not well, why is this acceptable to you?
   b) **Economy**: Support economic health. Drive a global energy transition that would least disrupt the economy and most address poverty.
      - **Questions**: If the world followed your recommendations, how would the economy be different in 2030? In what ways better? In what ways worse?
   c) **Equity**: Provide a solution that is fair for the poor and the rich.
      - **Question**: To what extent does your proposal seem fair and equitable regarding the rich and the poor?
   d) **Environment**: Minimize non-climate-related harmful effects on the environment.
      - **Question**: How much did you solve climate problems but create other environmental challenges?
   e) **Viability**: Be sure your solution could happen if human civilization was at its best.
      - **Question**: What would it take for your proposal to be realized?

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1 There is no required length for this report. Remember that this is a high-level proposal, so the text must be concise and direct. As a guideline, I suggest ~3 pages, including the proposal graphic.
3. **Implications:**
   a) *Winners/Losers.* Who would be the biggest winners globally in your proposal future? Biggest losers?
   b) *Role of business.* What would be required of global business to make your proposal happen? Which industries would require the most significant transformation in thinking and leading?
   c) *Getting started.* For your proposal to be implemented, what would need to be the priorities for business, civil society and government over the next two years?

4. **Reflections**
   a) *Risks:* What are the risks of pursuing this strategy? Which are known and which are unknown?
   b) *Surprises.* What surprised you about the behavior of the energy system as captured in this simulation?
   c) *Group diversity of views.* What were the components of your proposal that attracted the most debate and disagreement? What were the principles that differed underneath the debate?

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**Distance Session 10 (11/16): Individual presentations (Group A)**

**Description:** Each student will present highlights from their final papers. They should prepare a 5-minute summary to share in the session, with a brief follow-up Q&A with the instructor and other students. Please develop a slide deck overview (template will be provided) to use in the webinar.

**Reading:**
  - Read Chapters 4-6.

**ASSIGNMENT:** Slide deck overviews on final project due on Canvas by 11:59 PM ET on Friday, November 15 (for Group A students presenting this session).

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**Distance Session 11 (11/30): Individual presentations (Group B)**

**See above for description and requirements**

**Reading:**
  - Read Chapters 7-9.

**ASSIGNMENT:** Slide deck overviews on final project due on Canvas by 11:59 PM ET on Friday, November 29 (for Group B students presenting this session).

**ALL Final Papers (Group A and Group B students)** – due on Canvas by 11:59 PM ET on Monday, December 2.
A Note on Late Assignments: Your grade will be adjusted downward by one full grade level for each day it is late, unless approved beforehand.

Fuqua Honor Code: Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors.

The Fuqua School of Business Honor Code applies to all aspects of this course. The nature of each assignment indicates the type of communication and consultation that is permitted. Work that is described as an individual effort is to be your work alone, without consultation or assistance from any other person. Work that is described as a team effort is to be your team’s effort alone, again without consultation or assistance from anyone else. If you are uncertain about the nature of any assignment, please ask the instructor in advance.

Details on the Fuqua Honor Code can be found HERE. Please review the code before the first class.
Appendix – Resources for Students

See below a list of resources that will help you deepen your understanding of the energy industry and its history, priorities, and debates.

Newsletters:
- Axios Generate
- American Energy Society
- Utility Dive (several sector newsletters)
- VERGE Weekly

Web sites:
- Greentech Media
- Greenbiz
- r/energy
- Climate Central

Podcasts:
- The Energy Gang
- Interchange (subscription required)
- The Energy Transition Show
- Columbia Energy Exchange
- Long Now: Seminars about Long-Term Thinking

Energy Thought Leaders
- David Roberts
- Amy Myers Jaffe
- Geoffrey Styles

Books: