

**MGMT 0001:
Introduction to Management**

Instructor: Sara Jane McCaffrey

Office Hours: After class and by appointment

Meeting Times (online): TBA

Course Objectives

Organizations emerge because individuals can't (or don't want to) accomplish their goals alone. Management is the art and science of helping individuals achieve their goals together. Managers in an organization determine where their organization is going and how it gets there. More formally, managers formulate strategies and implement those strategies.

This 0.5 credit unit course provides a framework for understanding the opportunities and challenges involved in formulating and implementing strategies. We examine multiple aspects of how managers address their environments, strategy, structure, culture, tasks, people, and outputs, and how managerial decisions made in these various domains interrelate. The course will help you begin to understand and analyze how managers can formulate and implement strategies effectively. *Please note that this 0.5 CU course does not fulfil the Wharton MGMT 1010 requirement.*

Assessments & Grading

Student assessments are grouped in the following categories:

	% of total
1. Daily class engagement (highest 9 of 11 scores)	36
2. Midterm	14
3. Individual Writing Assignment	10
4. Group Project	20
5. Final Exam	20

In the interest of fairness, all students will be given the same assessment opportunities. There will be no opportunities to earn credit beyond of what is outlined in this syllabus.

Class Engagement: Highest 9 or 11 scores count, 36%)

A. Showing up

- This class emphasizes synchronous discussion. To ensure you get credit for attending class, please log into the meeting on time and turn on your video.
- Should students be unable to attend synchronously for any reason, they will earn no credit for engagement for that class. The lowest TWO of the daily engagement grades will be dropped (of eleven, not counting the exams and the student presentation day).
- ***Attendance at fewer than half the sessions may result in course failure regardless of performance on other class assessments.***

B. Homework and (open book) quizzes

a. Homework

- *Short homework will be assigned in advance of certain class days.* Failure to complete assigned homework by the due date will result in lost points in the preparation and participation assessment category.
- Written responses in homework should demonstrate that students have mastered the content from the previous session and have read and thought about the day's assignments carefully.

b. Quizzes

- Beginning of class: For most sessions, we will begin class (promptly!) with a short, open-book quiz based on the readings and videos assigned for that class. You may look at your notes during the quizzes.
- End of class: some classes may finish with a short, open-book quiz based on the assigned readings and the discussion during class.

C. Speaking in class

- Because discussion is a substantial part of this course, student participation is essential, both for your own learning and for that of the other students. Students are expected to come to class having read and thought about the assigned material. Cold calls are fair game.
- Students must contribute ***memorably and effectively*** to earn credit in this category. Absences will not factor into the tabulation of scores for this category (i.e., the speaking score will be a sum of points accumulated, not an average based on the number of times a student attends class).
- The best comments in class advance our discussion, often by responding (politely) to other students' arguments, drawing support from course readings, outside sources, and real-world experience, or making connections between MGMT 104 and other courses.
- **High-quality participation also involves knowing when to speak and when to listen or allow others to speak.** Vague, tangential, or repetitive comments, along with remarks that are disrespectful of other students, will result in lost credit.
- If we work on a small group activity that takes a substantial part of the class and requires students to upload their work, points may be awarded for that participation.

D. Calculation of Engagement Grades

- The daily engagement grades will be a composite score, based on the homework, the quiz results, and student participation during the session, and will be recorded after each session.

Individual Writing Assignment (10%)

All students must write a memo in advance of one of our sessions; you may choose the session that most interests you. Papers must be uploaded before class begins, and late papers will not be accepted. Please see the assignment prompts on Canvas for details.

Group Project: Video or Live Presentation (20%)

For detailed information on the expected content and format of the group projects, as well as a grading rubric, please see the prompt posted on Canvas.

- Teams should consist of three students (when possible).
- The team's final video or live presentation should be 7-8 minutes long. You must upload it on Canvas by 10.59 EST (dates listed on actual course syllabus), and be prepared to share it via Zoom in class on (dates listed on actual course syllabus).
- Groups will receive one grade for the project. If groups are experiencing problems working together, members should inform me well in advance of any due dates. In cases of egregious free rider problems, I will consider splitting a group and requiring one or more individuals to do a project to a solo project. For this to be considered, I must be notified at least **eight calendar days** before the final deadline.
- *Late policy:* students who submit their videos late will be docked two points for the first day (or fraction thereof), two more points for the second day, and two additional points each additional day. This late policy will be STRICTLY ENFORCED. Outside of the most exigent circumstances, last minute requests for extensions will not be granted.

Project timetable and deliverables

(dates listed on actual course syllabus)	Unless you email me with your preferred group members by (dates listed on actual course syllabus) , I will assign students at random to group project teams (ideally of three students each).
(dates listed on actual course syllabus)	At the end of class on (dates listed on actual course syllabus) , I will break students into groups so you can brainstorm a topic. No two projects will be allowed to cover the same topic (if two groups propose to cover the same organization, the first group to claim it will get it). Please email me your proposed topics and sign up for a group meeting with me (between (dates listed on actual course syllabus)) before 11 PM.

(dates listed on actual course syllabus)	Based on research AFTER your meeting with me, write 300-500 word project proposal that names the organization you plan to study, outlines the main focus of your analysis (your research question), and details how you plan to gather data.
(dates listed on actual course syllabus)	Upload videos to Canvas. Be prepared to share them on Zoom during class on (dates listed on actual course syllabus) , as well as answer questions about your own project and ask questions about other students' work.

Midterm (14%) and Final (20%)

The two exams will be timed, open-book tests consisting of both short and long answer questions. We will discuss sample questions in class in advance of the tests.

A. Calculation of Preparation and Participation Grades

- Written responses should demonstrate that students have mastered the content from the previous session, and read the day's assignments carefully. In addition, students earn credit for speaking memorably and effectively in class-wide discussions.
- After each class session, I will record preparation and participation grades, based on the 'quizzes' at the beginning of class and student contributions during the synchronous discussion.
- If we work on a small group activity that takes a substantial part of the class and requires students to upload their work, points may be awarded for that participation.

Breakdown of Class Sessions

(Please see Canvas site for detailed reading and video assignments, including deadlines.)

1	Introduction		Nadler & Tushman (1980): "A Model for Diagnosing Organizational Behavior" (Organizational Dynamics)	Summary: https://getlucidity.com/strategy-resources/guide-to-the-nadler-tushman-congruence-model/

2	Value based strategy	Case: WSJ Rotisserie Chicken Podcast WSJ Podcast Link	Ghemawat & Rivkin (2009): "Creating Competitive Advantage" (in Strategy and the Business Landscape, pp.49-60) or	P. Milgrom and J. Roberts. 1992. Economics, Organization, and Management, pp. 28-33.
3	Industry Analysis	Porter (2008): "The Five Competitive Forces that Shape Strategy" (Harvard Business Review) HBS interview link	WSJ video on Warby Parker LINK	Blue Bottle: LINK
4	Industry Analysis Case / Group Project Breakouts	Netflix: Will Content be Enough? (Ivey Case)		
5	Corporate strategy	Capron & Mitchell (2012): "Introduction" (in Build, Borrow, or Buy, pp1-10)	Lego looks beyond its blocks (Chicago Tribune, January 14, 1996) Link "Turning to tie-ins, Lego thinks beyond the brick" (NY Times, Sept 5, 2009) LINK	The Lego Story LINK
6	International Expansion and Political Risk	Ghemawat, P. (2001). Distance still matters. <i>Harvard business review</i> , 79(8), 137-147.	News articles on risk TBD	
7	Midterm (open book) and team projects	no reading		
8	International expansion	Manchester City Football	"Manchester City's Plan for Global Domination", The Guardian, 15 December 2017 LINK	"Manchester City owners buy Palermo as City Football Group portfolio expands to 12 clubs", The Athletic, 4 July 2022 LINK

9	Motivating Workers	Kyle Evans at Ruffian Apparel (Ivey Case)	Steven Kerr, "On the Folly of Rewarding A While Hoping for B," <i>Academy of Management Journal</i> , Vol. 18, pp. 769-83.	LINK
10	Designing Jobs	Jialiang Phone Home (HBS Case)	Videos on Taylor and Scientific Management: LINK and LINK	Talya Bauer and Berrin Erdogan, "Motivating Employees Through Job Design," <i>Organizational Behavior</i> p 111-118 ONLY LINK
11	Curating Culture	Trader Joe's	Charles O'Reilly, "Corporations, Culture, and Commitment: Motivation and Social Control in Organizations," <i>California Management Review</i> , p. 9-25 or	Chatman & Cha (2003): "Leading by Leveraging Culture" (<i>California Management Review</i>)
12	ESG/ DEI	News articles on ESGB.	Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. <i>Harvard Business Review</i> , 94(7), 14.	
13	Group Projects/ final review	project videos due/ discussed in class	Review the Congruence Model readings.	
14	Final exam (timed, open book) and conclusions	no reading		

Assigned Readings/ AV recordings

A note on readings: Students must complete the assigned readings (and view videos/ listen to podcasts) **before** class on the day shown in the schedule. Readings can be accessed via the "Assignments" section on Canvas, where you will find links to Harvard Business School cases for purchase and links to articles, library URLs (for journal articles), and PDFs. On Canvas, you will also find a list of study questions for each session to help guide your preparation for class.