

THE WHARTON SCHOOL OF THE UNIVERSITY OF PENNSYLVANIA

MGMT 101: INTRODUCTION TO MANAGEMENT

FALL 2008

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Lectures: 001, M 10:30-11:50; 002, M 12-1:20 and 003, M 1:30-2:50 (351 SH-DH)

My Office Hours: full schedule of my availability for individuals and groups on webCafe

TA Office Hours: varied hours in 3101 SH-DH (see webCafe)

Head TA: Andy Cohen (cohenand@wharton.upenn.edu)

This course addresses contemporary management challenges stemming from changing organizational structures, complex environmental conditions, new technological developments, and increasingly diverse workforces. It highlights critical management issues involved in planning, organizing, controlling and leading an organization. This course will help you understand some of the issues involved in both managing and being managed and equip you to become more effective contributors to organizations that you join. In the course, we develop a “systems” view of organizations. This means that we examine many components of organizations, including but not limited to environment, strategy, structure, culture, tasks, people and outputs, and we consider how managerial decisions made in each of these domains has implications for the other domains.

MATERIALS:

A custom text (Benner and Rosenkopf, MGMT-101: Introduction to Management, 2008-2009 Edition) is available at the bookstore. Readings in the public domain are posted in the course materials folder of webCafe. Additional handouts in lecture or recitation will be billed to your student account. Please note that I cover material in lecture that is not included in the readings. This content is fair game for exams.

GRADING:

Your grade is determined by two separate inputs. First, your performance on exams is evaluated in comparison to all students. Your scores for the midterm (maximum 40 points) and the final (maximum 60 points) will be added, and then your relative percentile among the entire set of students taking MGMT 101 will be calculated. Second, your performance on the remaining elements is evaluated by your own TA in comparison to the students in your recitation. Your scores for online discussion contributions (maximum 20 points), class participation (maximum 27 points), successful completion of 3 in class assignments (3 points), and the group project (maximum 50 points) will be added, and then your relative percentile among the students in your recitation will be calculated. To arrive at your final grade, we average your exam percentile and your section percentile, and then apply our curve (25-35% A, 40-50% B) to these averages.

Class participation is determined by a combination of your attendance at recitation (12 of 27 points, see below) and your active involvement in (and preparation for) recitation discussion (15 of 27 points). Students who receive the highest class participation marks are those who attend all recitations, prepare all case discussion questions in advance, and make high-quality (not high-quantity!) comments during the day's discussion. Each day after recitation your TA will tabulate whether your participation was top-notch, adequate, or leaving something to be desired. You will receive an indication from your TA at the halfway point of the class about your performance to date.

Class attendance: On-time attendance at all class meetings is expected. 12 of your 27 class participation points come from class attendance. Each of the first two unexcused absences will result in a one point deduction from your attendance grade. For three or more unexcused absences, one point will be deducted from your attendance grade AND you will forfeit 50% of your remaining attendance points (originally 12). Missing more than 30 minutes of class (either through arriving late or leaving early) will count as missing the entire class. Students arriving less than 30 minutes late will earn reduced class attendance credit for that day. Per university policy, excused absences are only granted in cases of serious illness or grave family emergencies, and each of these situations must be documented to our satisfaction. Job interviews, incompatible travel plans, and forgetfulness are considered unexcused absences, even if you notify your TA in advance. Any student who misses his/her group presentation in recitation due to an unexcused absence will forfeit 50% of the oral presentation points earned by the group.

In class assignments: There are three recitations for which you must complete an assignment beforehand. These assignments are identified in the syllabus and will be highlighted in lecture. You will receive one point each for successfully completing the assignment prior to the stated deadline.

Online discussion contributions: You are required to contribute to two (2) discussion threads in your recitation section's webCafe. Each contribution can earn a maximum of ten points. In each of the two rounds, your TA will post three discussion topics from which you will choose one to develop your contribution for that round. You may post as many times as you wish during the round, but only the first 350 words that you write on the ONE thread that you follow will be evaluated. Your overall contribution will be evaluated on two elements – the quality and innovativeness of your answer to the question raised, and your level of engagement in an active discussion with your classmates on the various postings by the class. To address these issues, many students choose to create one post addressing their answer to the question and one (or more) additional post critiquing one or more postings from classmates. You do not have to agree with anyone else's point of view, but you must treat everyone's point of view respectfully by avoiding demeaning and/or derogatory comments. Please note that changing your post in any way after you initially create it or missing the stated deadline will result in a zero for that assignment. Additional details on grading, expectations, and guidelines are available on webCafe.

Group project: This project is intended to extend your understanding of some concepts presented in class and to continue the development of the teamwork and communication skills that have become a centerpiece of the undergraduate curriculum. You will form a group of 5 people with other members of your recitation section. Your group will develop a write-up (maximum 1700 words) and an oral presentation (maximum 8 minutes) about one organization and how the organization's situation can be better understood by applying some key principles from Mgmt 101. The goal is not to produce a "biography" of your firm, but to develop a specific thesis, hypothesis, or central question that you wish to answer, use class frameworks to analyze the information you collect on your subject, and use that analysis to craft real recommendations

and/or conclusions. Since I would like you to focus on current challenges faced by your organization, you may choose any organization that is featured in a major business periodical during the months of August or September of 2008, provided that this organization is not featured as an example in lecture or recitation. Thus, this article will serve as your primary reference, and you should locate at least four other references that provide supplementary information for your project. Additional information (including more details on expectations) will be available on webCafe. Please note that groups must be finalized by signing up on webCafe by September 19 (the end of our second week). The final written project is due on December 5 and the oral presentation will be held during your recitation section on November 18, 19, or 20. Additional interim deadlines are noted on the syllabus. While the goal is for everyone in the group to receive the same grade, we have a mechanism to deal with group process issues that will punish free riders, and groups with concerns to this effect should contact their TA as soon as they become aware of the issues. Any student who misses his/her group presentation in recitation due to an unexcused absence will forfeit 50% of the oral presentation points earned by the group.

In class data gathering: This data gathering supports the content of the session in week 11: Groups, Teams, and Leadership. You will participate in five (5) online surveys throughout the course of the semester. The surveys will collect information about you and about your experiences on the group project teams. We will use the data, which will be kept confidential and anonymous, in lecture that week to illuminate key points about group and team functioning and structure. In this way, we will be able to provide real examples for you as to how group dynamics play out in groups that you are intimately familiar with. Surveys, which should take about 15 minutes each, must be completed by 11pm on September 21, September 26, October 17, November 7, and December 10.

Participation in the four surveys is mandatory for the purposes of the course. As with other course assignments, failure to complete any one of the surveys will result in a deduction of one point from the class participation component of your grade, for a total potential deduction of 5 points.

The information that you provide for this portion of the course will be kept confidential. At the beginning of the course, you will be assigned a random identification number—different from your Penn ID—that will be ultimately attached to your data that you provide in this portion of the course. After each data collection period (4 in total), the head TA will match the data files from the course with this random identifier so that your data is only identified by the random confidential identifier. It is necessary that we maintain a database that matches your name and Penn ID to this random identifier. This database will be kept under strict security with only the head TA having password access.

After the end of the course, the data will be used anonymously as part of a research study conducted by faculty and doctoral students in the management department. At the end of the course, you will have the option to NOT have your data used for the purposes of future research. Including your data for research purposes is strictly voluntary. In order to be excluded from the research, you will need to email the head TA, Andy Cohen, at cohenand@wharton.upenn.edu and request that you be excluded from the research. You may make this decision for up to two weeks after grades are posted. In this way, your decision whether to participate in the research component or not will come after all of your work in the class has been evaluated and a grade assigned.

Midterm examination: The midterm will cover the first five weeks of the class (through and including Corporate-Level Strategy, but not including Formal Organization) and will be held on

Wednesday, October 15, from 6-8 p.m. Any student who misses the exam due to an excused absence is required to take the makeup on Tuesday, October 21, from 4:30-6:30 p.m. Per university policy, excused absences are only granted in cases of a conflicting class, a conflicting exam, a religious holiday, or serious illness or grave family emergencies, and each of these situations must be documented to our satisfaction. Job interviews, incompatible travel plans, and forgetfulness are considered unexcused absences. Contact the Head TA immediately should you fall into this category. We require two weeks' notice (that is, by Wednesday, October 1) for foreseeable conflicts.

Final examination: The final exam will be cumulative covering the entire semester and will be held on Thursday, December 11, from 6-8 p.m. Any student who misses an exam due to an excused absence is required to take the makeup during the first week of the spring semester as designated by the registrar. Per university policy, excused absences are only granted in cases of a conflicting class, a conflicting exam, a religious holiday, or serious illness or grave family emergencies, and each of these situations must be documented to our satisfaction. Job interviews, incompatible travel plans, and forgetfulness are considered unexcused absences. Contact the Head TA immediately should you fall into this category. We require two weeks' notice (that is, by November 27) for foreseeable conflicts.

OTHER ISSUES:

Integrating teaching and research in the classroom: The second half of this class provides an overview of human resources and organizational behavior topics. Our classroom can be thought of as a workplace and organization where we all teach, motivate, evaluate, reward and interact with each other or, in other words, live organizational and human resource issues live every day. Accordingly, we can learn the subject matter of the course from observing and analyzing our classroom experiences with state-of-the-art research tools. To this end, a number of assignments and exercises engage your immediate classroom experiences or require you to undergo tests and procedures used by human resource and organizational development professionals. These tools will be used to integrate our learnings about groups and teams in week 11 of the course. I do this for a few reasons. First, we learn best when we are not just consumers but also producers of knowledge. Second, the opportunity to integrate teaching and research in the classroom is a huge benefit of studying at a major research university such as Penn. Third, first-hand experience is critically important for gaining an in-depth understanding of management which is not just a science but also an art and a craft.

All personal information provided by students in the process of completing assignments and exercises is treated strictly confidentially and presented only in aggregate for class discussion. We plan to use the data in an anonymous form for research purposes after the semester is over. If within two weeks from the day when the class grades are issued, a student informs the head TA via email that he or she does not want his or her data to be used for research purposes, the data will be immediately discarded.

Withdrawing from the class: Due to the importance of the group project in this class and the difficulties in dealing with changing group membership once the group begins working, absolutely no requests for withdrawing from the class will be approved after Friday, October 10.

Academic integrity: We expect that students will abide by the University's policy of academic integrity at all times. This applies to exam-related issues as well as plagiarism on graded

assignments (including Online Discussion Contributions). Additional information on plagiarism is available on webCafé. Please contact your TA if you have any questions about expectations.

Focus groups: I will hold several “focus group” meetings with students. I expect that the discussion during these meetings will provide me with some useful feedback on how things are going with the class. While there is no credit given for this attendance, it will give us the opportunity to get to know each other that is harder to achieve in lecture. Please come to the focus group prepared to discuss what is working well for you as well as what might be adjusted in the short-term (to help you) or the long-term (to help subsequent Mgmt 101 students). Focus groups are limited to 15 people and you should sign up on webCafe by the day before the meeting. You may only sign up for one focus group. I have scheduled focus groups on Wednesday, September 24, 12:00-1:00 and Tuesday, October 7, 3:00-4:00. Both focus groups will be in SHDH 2034.

MGMT 101 SYLLABUS – FALL 2008

Note: Recitations start the week of September 8. There are no recitations on Wednesday, September 3 or Thursday, September 4.

Week 1 -- Sept. 8. Introduction

Lecture : * Weber, "The Ideal Bureaucracy," pp. 1-7.
 * Nadler and Tushman, "Mapping the Organizational Terrain," pp. 9-29.

Recitation: "Telefit" (on webCafe)
 - What is the problem at Telefit?
 - What should have been done differently?
 - What should be done now?

Week 2 – Sept. 15. Inputs: Environment, Resources, History

Lecture: * "Analyzing the External Environment of the Firm," pp. 31-67.

Recitation: "Swatch and the Global Watch Industry," pp. 69-93.
 - Assess the attractiveness of the watch industry prior to 1940.
 - After this time, what environmental changes altered the industry's attractiveness?
 - How and why were the various firms/countries discussed in the case able (or unable) to adapt?

Sept. 19 deadline: Group signups (due 5 pm).

Sept. 21 deadline: Completion of first online survey for groups data gathering (due 11pm)

Week 3 – Sept. 22. Outputs: Goals and Effectiveness

Lecture: * Latham, "The Motivational Benefits of Goal-Setting," pp. 95-97.
 * Seashore, "Criteria of Organizational Effectiveness," pp. 99-105.
 * "Analyzing the Internal Environment of the Firm: Integrating Financial Analysis and Stakeholder Perspectives: The Balanced Scorecard," pp. 107-111.
 * "Ethics and Social Responsibility," pp. 113-155.

Recitation: "How Danny Died," Chicago magazine, 1998_chicmag.pdf (webCafe)
 "The Playskool Travel-Lite Crib (A/B/C)," (webCafe)
 Also examine www.kidsindanger.org
 - Which stakeholder management strategy did Kolcraft use to deal with the emerging crisis initially? Which did they use later, once the lawsuits were filed? Which strategy do you feel would have been most appropriate and why?
 - To what extent did Kolcraft have an ethical responsibility to do more to ensure its product was safe for consumers? To what extent does Hasbro have a responsibility?

- What should be the goals of the CPSC? Can the CPSC measure its effectiveness? How?

Sept. 26 deadline: Identify three possible organizations for group project (due 5 pm).
 Sept. 26 deadline: Completion of second online survey (due 11pm).

Week 4 – Sept. 29. Business-Level Strategy

Lecture: * “Analyzing the Internal Environment of the Firm: Value-Chain Analysis,” pp. 157-169.
 * “Business-Level Strategy: Creating and Sustaining Competitive Advantages,” pp. 171-205.

Recitation: “Wal-Mart Stores in 2003,” pp. 205-237.
 - What are the bases of Wal-Mart’s profitability in discount retailing?
 - Can Wal-Mart sustain its competitive advantage in this arena? Why or why not?
 - How transferable are Wal-Mart’s advantages as it is moving beyond US discount retailing?

Assignment Bring a short (one page) Porter’s Five Forces analysis of the discount retailing industry to class. This assignment is to be handed in to your TA before the start of class.

Oct. 3 deadline: First online discussion contribution (due 5 pm).

Week 5 – Oct. 6. Corporate-Level Strategy

Lecture: * “Corporate-Level Strategy: Creating Value through Diversification,” pp. 239-273.

Recitation: “Millennium Pharmaceuticals, Inc. (A),” pp. 275-297.
 - How has Millennium competed? How has it managed its rapid growth?
 - How do you explain Millennium’s success?
 - What has been Millennium’s alliance strategy? How has it differed from other biotechnology firms?
 - Would you accept the Lundberg alliance? Why or why not?

Oct. 10 deadline: Preliminary project plan for group project (due 5 pm).

Week 6. FALL BREAK. Review sessions for midterm to be determined.

Oct. 15 exam: **MIDTERM 6–8 pm**

Oct. 17 deadline: Third online survey completed (by 11 pm).

Week 7 – Oct. 20. Formal Organization: Structure

Lecture: * "Creating Effective Organizational Designs," pp. 299-335.
* Steven Kerr, "On the Folly of Rewarding A While Hoping for B," pp. 337-343.

Recitation: "Gary Rodkin at Pepsi-Cola North America," pp. 345-363.
- What are the key problems facing Gary Rodkin?
- Describe PCNA's environment. What is its strategy?
- Does PCNA's structure fit its strategy? Why or why not?
- What should Rodkin do now? Why?

Week 8 – Oct. 27. Work: Interdependent Tasks

Lecture: * Smith, "Of the Division of Labour," pp. 365-371.
* "Grouping Tasks into Jobs: Job Design," pp. 373-375.
* "Human Resource Management," just read page 389 on "Job Analysis" for this week

Recitation: Job Design Exercise

From your past work experiences, prepare a *short* (no more than 1 page total) description of a job you loved and a job you hated. Try to be concise and descriptive. What features of the work led you to like/dislike the job? Note: "Work" can mean many things, so if you haven't had clear work experience, you may use volunteer work or something similar. *Bring two copies of your written response to class.*

Oct. 31 deadline: Group project progress report (due 5 pm).

Nov. 2 deadline: RAISE exercise must be completed by 11 pm (See recitation assignment for Week 9, below).

Week 9 – Nov. 3. People: Managing a Diverse Workforce

Lecture: * "Human Resource Management," pp. 377-417.

Recitation: RAISE (Learning Lab exercise)
- Log into the website (<http://rio.wharton.upenn.edu/raise>) with your Wharton id and password.
- Follow the instructions online and decide on a pay increase for each engineer (in both dollar and percentage-over-current salary) and provide a rationale of what factors you used in your decisions.
- Print out a copy of your decisions and bring them to class.
- This assignment must be completed before 11 pm on Sunday, November 2.
- If you have a laptop with a wireless card that you can readily bring to class this week to facilitate discussion, please do so.

Nov. 7 deadline: Fourth online group survey completed (by 11 pm).

Week 10 – Nov. 10. Informal Organization: Culture and Socialization

Lecture: * “Managing Organizational Culture and Change,” pp. 419-455.

Recitation: “JetBlue Airways: Starting from Scratch,” pp. 457-475.

- What is the “culture” at JetBlue?
- Why are “values” and “culture” important at JetBlue?
- What are the key success factors for JetBlue?
- How is JetBlue similar or different from Southwest?

Nov. 14 deadline: Second online discussion contribution due at 5 pm.

Week 11 – Nov. 17. Groups, Teams, and Leadership

Lecture: * “Groups and Teams: Encouraging Collaboration, Reducing Conflict,” pp. 477-505.

Recitation: Group project presentations

Week 12

Thanksgiving Break. No classes.

Week 13 – Dec. 1. Review: Organizational Evolution

Lecture: * Tushman, Newman and Romanelli, “Convergence and Upheaval: Managing the Unsteady Pace of Organizational Evolution”, pp. 507-517.

Recitation: “Compagnie Lyonnaise de Transport,” pp. 519-535.

- What do Tuille, LaCroix, and Roux each think should be done about the TRC? You will be asked to play the role of one of these characters in discussion, so be prepared to present any of their perspectives.
- Now consider Tremblay’s perspective. How does he feel about the TRC? What might he recommend to LaCroix?

Dec. 5 deadline: Group project final papers (due 5 pm).

Dec. 10 deadline: Fifth (and final) group online survey completed (by 11pm).

FINAL EXAM: Thursday, December 11, 6-8 pm

