



MGMT 612: MANAGING THE EMERGING ENTERPRISE

Spring 2013

INSTRUCTORS

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COURSE OBJECTIVES

This course deals with central issues in the field of management as illustrated through the context of emerging enterprises and small businesses as they grow over time. We focus the attention on the human capital, strategic, and international opportunities and challenges confronting emerging enterprises. This course will provide you with an integrated view of these challenges and show you that successful management in the 21st century requires a combination of insights drawn from economics, sociology, psychology and political economy. Your first activity will be the Global Summit (on December 7th, designed for the entire first-year class to attend together), and then, in January, the course begins with a session in which you will meet your entire teaching team and receive a road-map for this semester-long journey.

The first part of the course will deal with fundamental issues of strategy, examining topics that are central to the long- and short-term competitive position of an enterprise. The goal of this module is to help you understand and analyze how firms compete and sustain their competitive advantage. We will discuss a set of analytical frameworks and concepts to identify the opportunities and threats within a given industry, and to formulate a firm's strategy. The topics will include industry analysis, complements, competitive dynamics, competitive positioning, resources and capabilities, and boundaries of the enterprise. We will discuss these topics mainly from the point of view of an emerging enterprise, though understanding likely strategic interactions with established firms will also be an important theme.

The second part of the course provides a framework for analyzing the issues associated with managing human and social capital in the emerging enterprise, including topics such as motivating employees, managing performance, finding and retaining talented people, designing jobs, improving organizational processes, designing a new organization to fulfill a founder's "blueprint", and the interface between management decisions and strategy. The concepts covered in this course will help you gain insight into how to motivate and lead those you manage, as well as better understand your own motivation and performance at work. The course also provides concepts for analyzing how managerial approaches may vary in different organizational and industry settings. Based on these analyses, we will discuss how to develop and implement practices, policies, and systems that achieve competitive advantage through the management of people. In taking the point of view of an emerging enterprise, we will consider start-up firms, not-for-profits, professional partnerships, family businesses, as well as the early history of some now well-established companies. Furthermore, we will draw upon *your* work experiences in such settings to understand these issues.

The third part of the course stresses the deep and persistent cross-national differences in economic, political, legal and social institutions that affect the strategy, social structure, performance and value of organizations. We will highlight the historical evolution of global governance institutions which seek to allow nations and the organizations within them to seize the benefits of globalization without falling prey to insecurity and protectionism. In particular, we will study the choice between trade and investment, the sequence of markets to enter, and the organization of multinational enterprises.

PRELIMINARY & INCOMPLETE DRAFT

As the fall semester ends, you will participate in the “Global Summit,” with all other first year MBA students, on December 7. In the afternoon, we will premiere a professionally edited video montage of interviews with Wharton alumni and other stakeholders on a high-profile current event that will highlight and make tangible the kinds of problems and opportunities that the global economic, political, legal and social context presents for businesses. A group discussion that follows will challenge you to evaluate alternative perspectives on complex issues without the benefit of hindsight and compel them to think about persuasive and practical managerial responses.

CLASS SESSIONS AND PARTICIPATION

Each class will consist of a combination of lecture and discussion of the day’s topic. On most days, we will use case analysis to explore the issues at hand. Careful preparation is essential. We expect you to read all of the assigned materials for each session in advance of the class. In class, you should be prepared to analyze the concepts from the case and the readings and to discuss any questions provided in the syllabus. If you cannot answer the questions, you are not prepared for class. We will use cold calling to ensure preparation and to establish an even level of participation throughout the course.

We expect you to participate actively in class to help your learning and that of your peers. A productive learning environment requires active engagement of all class members. Three factors determine good class participation. First, given thorough and careful preparation, you should be able to identify the important managerial issues related to the case and/or readings. Second, you should be able to use that analysis to define a concise and logical position on the issues. Please avoid pure repetition of case facts. You should be able to show how a particular concept is illustrated in the case or suggest how the substantive problem presented in the case can be solved. Third, you should be able to analyze constructively the positions your classmates take. Quality, not quantity, will determine the effectiveness of your comments. “Airtime hogs” will not be rewarded.

Of course, the underlying condition for class participation is attendance. We expect you to attend all sessions. Specifically, according to the MBA office, there is no recruiting reason for which you should miss class (we will not meet during the Dedicated Interview Period of 1/24-2/1). We will be taking attendance. Arriving late is disrespectful to your colleagues and, for attendance purposes, is treated as a distinct event from being present at the start of class. If you cannot come to class, you should notify your instructor by email in advance of the class. Finally, in order to facilitate lively, in-depth discussions and out of respect for each other, there are two simple ground rules regarding mobile devices and laptop computers: 1) please remember to turn off your phone, smartphone and/or other communication devices; and 2) no laptops or tablets open during class.

TEXT AND READINGS

Wharton Reprographics has a copy of the course pack for MGMT 612, which can be purchased from Study.Net.

The readings listed on the course outline below should be read and prepared before that class session.

GRADED ASSIGNMENTS

Strategy paper: February 13 at 9AM

Human and Social Capital paper: March 25 or March 26 at the start of class (hard copy)

Global Reaction Paper: Day prior to case discussion, during global module.

Final paper presentation: April 22/23 and April 24/25

Final paper: April 26 at noon

PRELIMINARY & INCOMPLETE DRAFT

GRADING

Your grade will be based on a Strategy paper (15%), a Human and Social Capital paper (15%), the Global Reaction Paper (15%), class participation (20%), the team final paper and team project presentation (35%).

FACULTY LUNCHES

We have scheduled a number of informal lunches with the course faculty. These are totally optional. You may sign up for lunch on the Canvas page for your section.

CLASSROOM EXPECTATIONS

- Class starts and ends on time
- Sit according to seating chart
- Remain in attendance for the duration of class, except in an emergency
- Name tents displayed
- All phones and electronic devices should be turned off
- No laptops or tablets open during class

ETHICS AND USE OF PRIOR MATERIALS

This is a core course for the Wharton MBA. As such, the course covers similar material from year to year. It is **never** appropriate to use materials prepared by students or faculty in this course from previous years. You should not use previously completed case write-ups, summaries of readings or other “cheat sheets.” We will work with your ethics liaisons to clarify any issues that may emerge.

GRADED ASSIGNMENTS

Strategy Section:

This is an individual assignment of answering the study questions associated with the Lytro case that we will discuss in the final Strategy class on February 13/14 (depending on your section). No teamwork is allowed, as this is an individual assignment. The Lytro case is a simple yet powerful demonstration of the value of systematic strategic analysis. The main task is to match questions with concepts and then to use the information in the case to provide a conclusion. Each of the questions is related to the specific topics we have studied within the strategy module. It is important not just to describe the facts but also to analyze (and to demonstrate that you know how to use the tools from the course to do this analysis). Your answers should be a maximum of 3 pages of text (12 pt. Times Roman font, single spaced, with margins no less than 1 inch). You may attach an exhibit based on your analysis if it directly supports the arguments you make.

Human & Social Capital Section:

Your assignment is to examine your last job (or an earlier job) and use theories and concepts from the course to analyze and explain your work experience. Essentially, in this assignment, you will use your job as the case material that allows you to demonstrate your understanding of course theories/concepts. You may use course materials from Sessions 1-8 in which we cover such topics as motivation, job design, reward systems, managing individual and group performance, and the interface between management decisions and strategy. Certain readings focus on specific theories (e.g. expectancy theory; equity theory) that provide a full-fledged framework for explaining and predicting behavior; while other readings include concepts that may not be full theories but can be abstracted and applied to a wide range of situations, e.g. Rewarding A While Hoping for B (Kerr).

PRELIMINARY & INCOMPLETE DRAFT

The choice about what issues to cover and what theories/concepts to apply is yours. In evaluating your answer, we will look to see whether the theories/concepts you use are described accurately (i.e. substantively correct), applied appropriately (i.e. fit the job situation you describe), and most relevant to the situation (i.e. did you pick the theories/concepts that best illuminate your situation). **This is an individual assignment.**

In analyzing your job, focus on how you were **managed**, not how you behaved in managing others. It does not matter whether you had a good job experience or a bad job experience. You can talk about both the successful and the unsuccessful aspects of the job, and about what was missing for you. The paper presents you with an opportunity to explore in-depth the course readings, master them, and apply them to your experience. *Thus, very good papers do not simply present a lively and detailed description of your past job. Rather, they demonstrate in-depth understanding and application of course concepts and theories.* More specifically, they:

1. Demonstrate in-depth understanding of **a minimum of three theories/concepts** from Sessions 1-8 by making specific links between theories/concepts and key elements of your job experience.
2. Explore (and demonstrate your understanding of) the similarities, complementarities, or inconsistencies among the theories and concepts (i.e., do the theories/concepts fit together and reinforce each other or do they disagree? How do they complement each other? Conversely, how are they inconsistent or conflicting?)
3. Explain why the theories or concepts you've chosen are important and useful for understanding (and perhaps for suggesting changes to) your prior job or organization.

Here are some tips based on our collective experience with this course assignment. Each instructor will offer additional guidance with his/her specific expectations and recommendations.

- Don't forget that this is an exercise that must be graded. It is easy to get carried away with an interesting story and forget that this is also a way to test your knowledge of and ability to apply the course material.
- **In a relative comparison (which is how we evaluate these papers), applying more theories is better than applying fewer theories.** There are, however, two caveats: you need enough rich descriptive material about your job so we can understand it, and you need to cover each theory thoroughly enough that we are sure you know how to apply it. We will not give much, if any, credit if theories and concepts are covered so superficially that your knowledge cannot be convincingly displayed.
- Be sure to explore your **personal** experience with your job, rather than writing generically about the experience of all people in positions like yours.
- Remember to mention course concepts specifically, so we don't have to read your mind to figure out what concepts you are applying to your work experience. Drawing explicit links between the concepts you identify and the case material is the key. Don't just drop in the names of a few theories or concepts into the midst of describing your job. Show how they apply to your situation.
- It may be useful to develop a comparative angle in the paper, i.e. compare how your job experience varied for two different tasks or compare your job before and after a change in your boss or a company restructuring.
- Comparing and contrasting how two or more different theories can be applied to the **same** aspect of your job situation is another effective strategy. Be sure you make it clear to us why you chose those theories and which you felt provided more insight.

The write-up should be printed double-spaced, using a normal font-size. The maximum length is 1,000 words (plus or minus 5%). Please include a word count on the front page. You will have to be concise and make choices about what issues to discuss. We recommend that you begin work on the paper early, to avoid the mid-semester crunch. This is feasible because the raw material (your work experience) is readily available to you and each class session will introduce new concepts that are potentially applicable. This paper is due as hard copy on March 25/26, at the start of class.

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Global Section:

You will prepare a two-page, single-spaced reaction paper on one of the five cases discussed during this module. The assignment will be due before the day the case is discussed in class, and should be uploaded to the appropriate submission folder on Canvas. The reaction paper should focus on the industry or company discussed in the case. It should contain two parts:

1. An assessment of the key entrepreneurial opportunities that in your view exist within the industry or space defined by the case.
2. An assessment of the main challenges (organizational, financial, regulatory, marketing-related, etc.) that an entrepreneur would face when pursuing one or more of the opportunities you identify.

The global reaction papers will be graded on the basis of their creativity, insightfulness, use of concepts learned during each of the three modules of this course, and clarity of the writing. Typos or careless writing will be harshly penalized. Please review and proofread your reaction paper before uploading it. And please remember this is an individual assignment. No teamwork is allowed.

Term Team Project

Your assignment is to use theories and concepts from the course to analyze and explain the activities of a given firm, vis-à-vis the firm's employment practices and HR system, its corporate strategy, and its (possible) global strategy. In this assignment, you will use an actual firm as the case material that allows you to demonstrate your understanding of and ability to apply course theories/concepts. The project can incorporate such human and social capital course topics as motivation, job design, reward systems, recruiting and selection, managing individual and group performance, improving organizational processes, and links between the HR system and business strategy; such competitive strategy topics as industry analysis, positioning, firm capabilities and resources, judo and entry strategies, the boundaries of the firm; and global strategies of aggregation, adaptation and arbitrage, the role of business groups and the growing debate on sustainability. This assignment requires you to prepare a report (25 pages in length) and a presentation summarizing its main themes and findings. For both, you should consider the drivers of the firm's recent relative performance as well as the sustainability of these drivers over time.

Each team will have 5 members; we will arrange for you to be able to sign up for teams on Canvas. As the first step, your team should prepare a one page proposal that describes the company you are planning to study, what aspects your analysis will focus on, and how you plan to gather data; this should be submitted on Canvas by **Monday 21st January**. You will then have a chance to sign up to meet with one of the faculty team right after spring break (**week of March 11th**) to discuss your progress.

The choice about the relative weight to put on different issues, theories and concepts in explaining the firm's activities and its performance is yours. In evaluating your paper, we will look to see whether the theories/concepts you use are described accurately (i.e. substantively correct), applied appropriately (i.e. fit the context you describe), and most relevant to the situation (i.e. did you pick the theories/concepts that best illuminate the firm's situation). In choosing a focal firm, remember that you may not choose a firm highlighted in the cases from the course. In addressing the firm's global strategy, if the firm does not have cross-border activities to date, we ask that your team assess the attractiveness of a global strategy together with your prescribed expansion path.

Please consider the following suggested sections to include in your report:

- 1) Short history/overview of the focal firm, its strategy, and its management practices, including the influence of its home country's political, economic and social institutions;

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- 2) Short history / overview of the economic, political, legal or social context in the focal country and the focal firm's perceptions of their likely evolution over time, as it pertains to the evolution of the focal firm's strategy and management practices;
- 3) Industry analysis, both (potentially) globally and in the focal national market;
- 4) Management challenges, including (but not limited to) organizational design, structure, and processes; culture, i.e., how the firm's culture deals with differences in national culture that affect its activities; and HR practices related to rewards, skills/talent, hiring and retention, job design, supervision and performance appraisal;
- 5) (Prospective or actual) global strategy (i.e., aggregation, adaptation or arbitrage) of the firm in the focal market differentiating by product or function as appropriate, and including mode of entry and sequence of entry by which the firm entered the focal market where appropriate;
- 6) Impact of different national employment laws, policies, institutions, and norms on the focal firm when (or if) it operates in different countries;
- 7) What is the nature of the competitive forces within the industry currently and how are these dynamics likely to change in the near and medium term?
- 8) How is this firm positioned with respect to its industry competitors? Note that this analysis should include both external (i.e. execution of the strategy vis-à-vis customers) and internal (i.e. organizational practices that develop capabilities underlying the strategy) activities. Do these activities reinforce each other, per the concept of an activity system?
- 9) National positioning analysis – How does the focal country position itself to attract firms and investment, from within and outside national borders? Why did the focal firm choose to locate in this particular country? What location choices are competitors making?
- 10) Overall assessment of this firm's competitive advantage – its sources, distinctiveness, imitability, and the sustainability of its competitive position.

Here are some tips based on our collective experience with this course assignment. Each instructor will offer additional guidance vis-à-vis specific expectations and recommendations.

- Don't forget that this is an exercise that must be graded. It is easy to get carried away with an interesting story and forget that this is also a way to test your knowledge of and ability to apply the course material.
- In a relative comparison (which is how we evaluate these papers), applying more theories or frameworks is better than applying fewer theories or frameworks, with two caveats: you need enough rich descriptive material about your case so that we can understand it, and you need to cover each theory or framework thoroughly enough that we are sure you know how to apply it.
- Remember to mention course concepts specifically, so we don't have to read your mind to figure out what concepts you are applying to your case. Drawing explicit links between the concepts you identify and the case material is the key. Don't just drop in the names of a few theories or concepts into the midst of a description. Show how they apply.
- It may be useful to
 - Develop a comparative angle in the paper, i.e. compare your firm to another firm in the same country or your firm's operations in the focal country to those in another country. Doing so, however, enhances the risk of spreading yourself too thin so be cognizant of this risk if you choose this approach.
 - Compare and contrast how two or more different theories or frameworks can be applied to the **same** case. Be sure you make it clear to us why you chose those theories and which you felt provided more insight.

PLEASE NOTE THAT ANY QUOTATIONS OF LONGER THAN A PHRASE MUST BE EXPLICITLY NOTED IN THE TEXT. INSUFFICIENT ATTRIBUTION TO EXTENDED QUOTATIONS FROM EXTERNAL SOURCES WILL RESULT IN FORMAL CHARGES OF

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PLAGIARISM TO THE OFFICE OF STUDENT CONDUCT. IF YOU HAVE ANY QUESTIONS ON POLICY, SEE http://gethelp.library.upenn.edu/PORT/documentation/plagiarism_policy.html

The write-up should be printed double-spaced, using 12-point Times New Roman Font. The maximum length is 25 pages not including Exhibits. Please include an Executive Summary and Word Count on a title page. You will have to be concise and make choices about what issues to discuss. We recommend that you begin work on the paper early, to avoid a last minute crunch. This is feasible because some corporate and national material is readily available and each class session will introduce new concepts that are potentially applicable. You will also do a presentation to the faculty and your classmates of your report's primary themes and conclusions.

You may want to explore and draw from the following sources of information (this is a partial list, to which we will be adding other suggested resources). This list will also be posted on Canvas.

- Country-level
 - [World Economic Forum Global Competitiveness Report](#)
 - [Economist Intelligence Unit Country Reports](#)
 - World Bank
 - [Doing Business Guides](#)
 - [Business Environment](#)
 - [Investment Climate](#)
 - [Investing Across Borders](#)
 - [Enterprise Surveys](#)
 - [Private Sector Data](#)
 - [Governance Indicators](#)
 - United Nations
 - [Foreign Direct Investment Report](#)
 - [Investment Prospects](#)
 - [International Labor & Employment Statistics \(compendium of web resources from Int'l. Labor Organization \(ILO\)\)](#)
 - [International Comparative Labor Statistics from U.S. Bureau of Labor Statistics](#)
 - [Transparency International Corruption Perceptions](#)
 - [Business Monitor International](#)
 - [CIA World Factbook](#)
 - [Heritage Institute Index of Economic Freedom](#)
 - [IHS Global Insight](#)
 - [ISI emerging markets](#)
 - [Factiva](#)
- Industry- and Firm-level
 - [Business Monitor International](#)
 - [Euromonitor](#)
 - [Orbis \(includes Datamonitor\)](#)
 - [EBSCO Business Source Complete](#)
 - [ISI emerging markets](#)
 - [Factiva](#)
 - [PROMT](#)

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COURSE OUTLINE

Fri Dec. 7	WHARTON GLOBAL SUMMIT: EURO 2013?
	Readings: Custom developed briefing book <i>to be distributed via Canvas</i>
11:00 – 12:30	K@W Video Presentation & Debate on Euro 2013? Moderated by Gillian Tett, US Managing Editor, Financial Times Hans Olaf Henkel (Senior Advisor, Bank of America Corporation) Hans Humes (President & CEO, Greylock Capital Management LLC)
12:30 – 1:30	Lunch
1:30 – 3:00	Discussion A (Assignments to timeslot and room TBD)
3:00 – 4:30	Discussion B (Assignments to timeslot and room TBD)
4:30 – 6:00	Discussion C (Assignments to timeslot and room TBD)
6:00 -	Social event, with int'l. theme/food/drink -- supported by student clubs
Sat. Dec 8th	Student club organized/run global-themed event

HOLIDAY BREAK

M/Tu Jan. 7/8	Class 1: Course Introduction, Meet the Teaching Team
	Reading: M. Chu, “Play It Safe at Home, or Take A Risk Abroad?” <i>Harvard Business Review</i> , January-February 2012.

PART I: STRATEGY MODULE

W/Th Jan. 9/10	Class 2: Industry Positioning & Competitiveness (Strategy Class #1)
	M.E. Porter. 2008. “The Five Competitive Forces that Shape Strategy.” <i>Harvard Business Review</i> , January, pp. 79-93.
	Case: Linear Air: Creating the Air Taxi Industry (HBS Case 9-808-107)
M/Tu Jan. 14/15	Class 3: Start-up Strategy/Judo Strategy (Strategy Class #2)
	D. Yoffie and M. Kwak. 2002. “Mastering Balance: How to Meet and Beat a Stronger Opponent.” <i>California Management Review</i> , Winter, pp. 8-24.
	Optional: A. Dixit and B. Nalebuff. 1991. Thinking Strategically, Chapter 2 “Anticipating Your Rival’s Response,” pp. 31-55.
	Case: Judo in Action (HBS Case 9-703-454).

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- W/Th Jan. 16/17 Class 4: Entry Strategy (Strategy Class #3)**
- P. Milgrom and J. Roberts. 1992. Economics, Organization & Management, pp. 25-33 and 307-313.
- Case: FreshTec: Revolutionizing Fresh Produce (HBS Case 9-511-059)
- M Jan. 21 NO CLASSES, MLK DAY**
- Tu/W Jan. 22/23 Class 5: Positioning via Choosing Adopter Groups (Strategy Class #4)**
- M.E. Porter. 1996. "What is Strategy?" Harvard Business Review (November-December): 61-78.
- Case: Dropbox: "It Just Works" (HBS Case 9-811-065).
- Th Jan. 24 - F Feb 1 NO CLASSES, DEDICATED INTERVIEW PERIOD**
- M/Tu Feb. 4/5 Class 6: Positioning via Business and Revenue Models (Strategy Class #5)**
- D.J. Teece. 2010. "Business Models, Business Strategy and Innovation," *Long Range Planning*, 43: 172-194.
- Case: Zipcar: Refining the Business Model (HBS Case 9-803-096)
- W/Th Feb. 6/7 Class 7: Building Organizational Capabilities (Strategy Class #6)**
- C.K. Prahalad and G. Hamel. 1990. "The Core Competence of the Corporation" Harvard Business Review (May-June), pp. 79-91.
- Case: Abgenix and the Xenomouse (HBS Case 9-501-061)
- M/Tu Feb. 11/12 Class 8: Corporate Scope & Expansion Strategy (Strategy Class #7)**
- P. Milgrom and J. Roberts. 1992. Economics, Organization & Management, pp. 106-116
- Optional: P. Ghemawat and J. Rivkin. 2010. "Choosing Corporate Scope," *Strategy and the Business Landscape* (3rd ed.), Ch. 6, pp. 123 - 147.
- Case: What Should easyGroup do Next? (INSEAD case 04/2007-5119)

Wed Feb. 13	STRATEGY WRITE-UP DUE AT 9AM
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W/Th Feb. 13/14 Class 9: Entrepreneurial Strategy Wrap-Up (Strategy Class #8)

Lytro Case

PART II: HUMAN & SOCIAL CAPITAL MODULE

M/Tu Feb. 18/19 Class 10: Motivating Individual Performance (HSC Class #1)

Stephen P. Robbins and Timothy A. Judge, excerpts from Motivation” (needs, cognitive evaluation, goal-setting, expectancy), *Organizational Behavior*, 12th edition, Englewood Cliffs, N.J.: Prentice Hall, pp. 192-198, 208-210.

Case: Teena Lerner: Dividing the Pie at Rx Capital

W/Th Feb. 20/21 Class 11: Designing Reward Systems (HSC Class #2)

Steven Kerr, “On the Folly of Rewarding A While Hoping for B,” *Academy of Management Journal*, Vol. 18, pp. 769-83.

Stephen P. Robbins & Timothy A. Judge, “Equity Theory,” from *Organizational Behavior*, 12th edition, Englewood Cliffs, N.J.: Prentice Hall, pp. 203-207.

Case: Equity on Demand: The Netflix Approach to Compensation

Netflix Freedom and Responsibility Culture (company document)

M/Tu Feb. 25/26 Class 12: Designing Jobs and Organizing Work (HSC Class #3)

J. Richard Hackman, Greg Oldham, Robert Janson, and Kenneth Purdy, “A New Strategy for Job Enrichment,” *California Management Review*, Vol. 17, pp. 57-71.

Jay R. Galbraith, Chapter 4: “Linking Processes to Coordination Needs,” in *Designing Organizations*, Jossey-Bass, pg. 39-55.

Case: Mercy Corps

W/Th Feb. 27/28 NO CLASS – QUARTER THREE EXAMS

*** * * * * Sat. March 2 – Sun. March 10: SPRING BREAK* * * * ***

M/Tu Mar. 11/12 Meet with faculty (sign-up with one of the teaching team) to discuss your team’s progress on the team project

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W/Th Mar. 13/14 Class 13: Recruiting and Selecting Employees (HSC Class #4)

Benjamin Schneider, "The People Make the Place," *Personnel Psychology*, Vol. 40, pp. 437-53.

Optional: Ann Marie Ryan & Nancy T. Tippins, "Attracting and Selecting: What Psychological Research Tells Us", *Human Resource Management*, Vol. 43: 305-18.

Case: SG Cowen: New Recruits

M/Tu Mar. 18/19 Class 14: Managing and Appraising Performance (HSC Class #5)

John J. Gabarro and Linda A. Hill, "Managing Performance" (9-496-022)

Optional: Elliot Aronson, "The Rationalizing Animal," *Psychology Today*, p. 67-77.

Case: Performance Management at Vitality Health Enterprises Inc.

Case: Naukri

W/Th Mar. 20/21 Class 15: Organizational Blueprints: Impact of the Founder's Vision on Organizational Design and Culture (HSC Class #6)

James Baron and Michael Hannen, "Organizational Blueprints for Success in High-Tech Start-ups"

Case: Automated Travel Systems

M/Tu Mar. 25/26 Class 16: Improving Organizational Processes (HSC Class #7)

John Shook, "How to Change a Culture: Lessons from NUMMI"

Case: Lean at Wipro Technologies

W/Th March 27/28 HUMAN & SOCIAL CAPITAL PAPER DUE AT START OF CLASS

W/Th Mar 27/28 Class 17: Aligning People and Business Strategy (HSC Class #8)

***** Team report from People Express simulation exercise due at beginning of class *****

Jeffrey Pfeffer, "Producing Sustainable Competitive Advantage Through the Effective Management of People," *Academy of Management Executive*, Vol. 19 (4): pp. 95-106.

Case: Southwest Airways: Using Human Resources for Competitive Advantage

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PART III: GLOBAL MODULE

- M/Tu Apr 1/2** **Class 18: Global Strategy and Entrepreneurship in a World of Nation-States (Global Class #1)**
Thomas L. Friedman, "It's a Flat World, After All" *NYTimes*, 2005

Pankaj Ghemawat, "Why the World Isn't Flat," *Foreign Policy*, 2007

Global Entrepreneurship Monitor: 2011 Global Report, selected pages.
- W/Th Apr 3/4** **Class 19: Creating and Leveraging Entrepreneurial Ecosystems (Global Class #2)**
Daniel J. Isenberg, "How to Start an Entrepreneurial Revolution." *Harvard Business Review* (2010), reprint R1006A.

Case: TBA
- M/Tu Apr 8/9** **Class 20: Trade, National Clusters, and Innovation (Global Class #3)**
Michael E. Porter, "Why Nations Triumph." *Fortune*, March 12, 1990, pp. 94-108.

Case: Swatch and the Global Watch Industry, Ivey School of Business 9A99M023.
- W/Th Apr 10/11** **Class 21: Foreign Direct Investment as Global Strategy (Global Class #4)**
Pankaj Ghemawat, "Differences Across Countries: The CAGE Distance Framework." *Harvard Business School Publishing Reprint 2919BC*.

Case: The Globalization of CEMEX, HBS 9-701-017
- M/Tu Apr 15/16** **Class 22: Entering International Markets (Global Class #5)**
Franklin R. Root, "Designing Entry Strategies for International Markets." In *Entry Strategies for International Markets*. New York, 1990, pp. 1-23.

Case: "Biocon: from Generics Manufacturing to Biopharmaceutical Innovation", Asia Case Research Center, the University of Hong Kong KHU-657
- W/Th April 17/18** **Class 23: Doing Well while Doing Good in International Business (Global Class # 6)**
Jenny C. Aker, and Isaac M. Mbiti, "Mobile Phones and Economic Development in Africa." *Journal of Economic Perspectives* 24(3):207-232.

Case: Mobile Banking for the Unbanked, HBS 9-511-049
- M/Tu April 22/23** **Team Presentations**
- W/Th April 24/25** **Team Presentations**
- Fri April 26** **Team Paper due at noon, posted on Canvas**