



MGMT 101: Introduction to Management

FACULTY INFORMATION:

Professor Payal Sharma
 Management Department
 Office: SHDH 3014
 Telephone: (215) 898-1232
 Email: payals@wharton.upenn.edu (preferred)
 Office Hours: Wednesdays 3:00pm-5:00pm (or by appointment)
Note: Please visit Canvas to sign up for office hours (see Calendar → Scheduler)

COURSE INFORMATION:

Website: <https://canvas.upenn.edu/courses/1287469>

Lectures: 001 Mondays 10:30am-11:50am
 002 Mondays 12:00pm-1:20pm
 003 Mondays 1:30pm-2:50pm
 All lectures held in SHDH 350

Head TA: Daniel Albert (daalbert@wharton.upenn.edu)
 Office hours vary by TA (available on Canvas)
 All TA office hours held in SHDH 3101

COURSE DESCRIPTION:

We all spend much of our lives in organizations. Most of us are born in organizations, educated in organizations, and work in organizations. Organizations emerge because individuals can't (or don't want to) accomplish their goals alone. Thus an organization is most often defined as a collective oriented toward a common goal. Management is the art and science of helping individuals achieve their goals together. Managers determine where their organization is going and how it gets there. More formally, managers formulate and implement strategies. As these ideas reflect, management is needed throughout all levels of an organization. This course therefore takes a 'systems' view to provide a framework for understanding the opportunities and challenges involved in managing. This means that we will examine multiple aspects of how managers address their environments, people and tasks. Using both classic and contemporary readings, we will explore concepts starting at the individual level, then move to the dyadic and team levels, followed by the business unit and organizational levels. The content, readings and activities we engage in will help you better understand how organizations work, and how to effectively contribute to the organizations you join.

COURSE MATERIALS:

- (1) **Course Pack.** We will use a variety of classic and contemporary materials drawn from textbooks, book chapters, scholarly articles, and the popular press. These materials are available via study.net in a course pack called MGMT101: 001-003 Introduction to Management – Sharma (Fall 2015), at a price of \$87.58. Please purchase the course pack as soon as possible, as you are responsible for completing the readings prior to each class. Any additional readings not included in the course pack will be available on Canvas at no extra charge to you.
- (2) **Simulation.** To enhance your learning, and as a capstone activity to end our semester, we will engage in a simulation exercise called ExperienceChange. This simulation will similarly be available for purchase via study.net. Additional details will be forthcoming soon.

COURSE WEBSITE:

Canvas is the primary course management tool for this class. Therefore, please make sure to familiarize yourself with the course website as soon as possible.

It is very important that you regularly check Canvas, as it will serve several purposes, including but not limited to:

- Offering the most current version of course documents such as the syllabus.
- Posting of announcements about lectures, recitations and assignments.
- Posting of lecture slides (by midnight the Sunday before class). Please note that lecture slides do not provide or convey the same level of detail as discussed in lecture and that some slides will not be posted.
- Posting of student grades throughout the semester.

In addition, you will need to ensure that your Canvas settings reflect that you are receiving announcements ASAP (see “Notifications”). This will help you track information related to our class in a timely manner.

TEACHING PHILOSOPHY:

Individuals learn through a variety of ways. Thus, the course has been deliberately designed to foster your learning through different teaching methods such as lectures, case analyses, team work, and other experiential exercises.

EMAILS/COMMUNICATION:

During the semester it is natural that questions will arise on your end. The TAs and I look forward to assisting you. However, as part of your undergraduate experience and the central tenets of this course in particular, it is important that you also understand how to effectively and efficiently manage the process of problem-solving on your own.

Thus, **prior** to contacting us with questions, please be sure that you have: (1) read this syllabus carefully, as it is chock of full of details to help you stay organized and informed about the course; and (2) visited Canvas to check the resources available there.

Any email message sent to a TA or myself should meet the etiquette and professional standards outlined on Canvas (see Week 1 under “Files”). Additionally, for emails you send to myself, I request that you **always include your lecture section # and recitation # in which you are enrolled**. This will help me stay organized and track our correspondence. It is further my policy to respond to emails within 1 business day (although usually sooner). Please email me by 5pm on Fridays for same day response.

ROLE EXPECTATIONS:

| Your Role: Students | My Role: Professor |
|---|--|
| <p>For success in this course, you are expected to take a high level of responsibility for your own learning. You are therefore responsible to:</p> <ul style="list-style-type: none"> • Complete readings on time to demonstrate and enhance learning; • Attend and actively participate in lectures and recitations to show commitment to learning; • Contribute as an active and responsible member when working with other students; • Adhere to classroom policies outlined; • Engage in professional and ethical communication and behavior at all times; • Foster a climate of respect for both other class members and professor. | <p>My role is to provide resources and create an environment which fosters accomplishment of learning goals. I am therefore responsible to:</p> <ul style="list-style-type: none"> • Assign applicable readings and assignments; • Lead meaningful lectures, discussions, and exercises related to course materials; • Clearly articulate the requirements for course exams and assignments; • Provide feedback to help students monitor progress in the course; and • Oversee grading and teaching of TAs; • Treat each student and TA with professionalism, respect and dignity. |

COURSE GRADE:

| | | |
|-------------------|-----------------------|------|
| Individual | Course Engagement | 15% |
| | Individual Assignment | 15% |
| | Midterm Exam | 30% |
| | Final Exam | 25% |
| Team | Project | 15% |
| TOTAL | | 100% |

Sample calculation: On the midterm, you earned 85 out of 100 possible points or 85% (or .85). Then .30 (which is the allotted 30%) x .85 = .255, meaning you earned 25.5% of the 30% possible.

Please note that your overall course grade will be assigned on an absolute rather than a relative basis – that is, **you will not be graded on a curve**. Instead, your grade will be *earned* based on the total points you accumulate for the above components. The following scales will then be used to assign letter grades:

| PERCENT | GRADE | PERCENT | GRADE |
|----------|-------|----------------|-------|
| 97-100% | A+ | 77-79.9% | C+ |
| 93-96.9% | A | 73-76.9% | C |
| 90-92.9% | A- | 70-72.9% | C- |
| 87-89.9% | B+ | 67-69.9% | D+ |
| 83-86.9% | B | 63-66.9% | D |
| 80-82.9% | B- | 62.9% or lower | F |

Consistency and Fairness:

- To ensure consistency and fairness in grading across all students, the exams and the individual written assignment are blind-graded.
- In addition, I take a great deal of care to ensure that TAs use the same templates for grading assignments, and that some recitations are not graded more strictly or leniently than others.
- As a general policy in MGMT101, **late submissions for assignments are not accepted**.

COURSE ENGAGEMENT (15%)

For Lecture. To understand the material in our course, you are expected to attend the Monday lecture for which you are registered, as well as your TA-led recitation later in the week. The course is taught in such a way that it is not possible to “catch up” later via the readings. Further, the lecture experience cannot be properly replicated via a video recording of the class. For instance, some questions on the exams will require you to draw on your experience with the exercises conducted during each Monday lecture. Attendance will be taken at each lecture.

Importantly, I will assess your engagement in our lectures through several ways. Given the large size of the class, it is not realistic to expect that all students can speak up or have meaningful ‘air time’ on a regular basis. However, examples of other opportunities to demonstrate engagement include but are not limited to: answering my questions about the readings, occasionally asking questions yourself, thoughtfully participating in class exercises, communicating with myself in office hours or via emails (such as periodically sending interesting and relevant articles), and showing up to class ready to ‘go.’

I also recognize that you have competing demands on your time, so two absences will be permitted throughout the semester, starting after the first lecture (which will not ‘count’). Each additional absence from lecture beyond these two allowable absences will result in a 1 point deduction from your overall course grade. Please plan accordingly and thank you for taking this part of the course seriously.

For Recitation. As aforementioned, you are expected to attend the Monday lecture for which you are registered, as well as your TA-led recitation later in the week. Attendance will be taken at each recitation, beginning with the first recitation. Each additional absence from recitation

beyond the two allowable, CAR-documented absences explained later in the syllabus will result in a 2 point deduction from your overall course grade.

Please note it is also not possible to effectively pass the class without consistently being present for the recitation given our exams will be based on content and case/article discussions from both lecture and recitation. Further, your TA will review the team project in recitation and offer valuable guidance during your time together regarding the project deliverables.

Importantly, your TA will assess your engagement in recitation through several ways. Similar to lecture, examples of engagement include but are not limited to: answering questions when called upon, asking questions yourself, thoughtfully participating in recitation exercises, communicating with your TA in office hours or via emails (such as periodically sending interesting and relevant articles), and showing up to recitation excited and ready to 'go.'

EXAMS (55%)

There will be one midterm exam and one final exam. These exams are intended to assess your learning of course concepts and readings. Both exams will consist of multiple choice questions and short answer questions. The questions may refer to any content covered in the lectures, readings, and recitations.

To help you prepare for the exams, the following resources are available to you:

- **Study Questions.** For each week, there are study questions provided on Canvas (see Files → Student Resources) to help you focus your attention when completing the readings and to give you a sense of the exam content. As you will see, the readings should be completed in advance of each lecture and/or recitation (look for the designation, “*For Lecture*” or “*For Recitation*” on the study questions document). It is strongly recommended that you also complete the questions ahead of time and bring your written responses to lecture and recitation on which to take notes. This will facilitate your effective class participation and exam preparation.
- **Discussion Questions.** In each lecture or recitation, discussion questions will be provided which supplement and build on the study questions. The purpose of these discussion questions is to help you further focus your attention on the most important parts of the assigned readings and to illustrate the types of questions asked on the exam.
- **Sample Exam Questions.** Sample questions will be provided at the end of each lecture throughout the semester. These questions will help you understand the structure and content of what will be used on the exams. Please note that the questions are provided “live” in lecture only (and not posted to Canvas) to incentivize your lecture attendance.
- **Study Tips and FAQs.** Please see Canvas for exam study tips and a frequently asked questions document as well (Files → Student Resources). These files are deliberately provided to help you understand how to study for the exams and to answer common queries asked by students.
- **Study Guide.** Finally, an exam study guide for both the midterm and the final will be provided to you a few weeks before the exam dates.

The midterm exam will cover Weeks 3-8 inclusive, is worth 30%, and will be held on Monday, October 26th from 6-8pm. The final exam will cover Weeks 10-12 and Week 14 inclusive, is worth 25%, and will be held on Friday, December 11th from 3-5pm. The exam locations will be announced in class and on Canvas.

INDIVIDUAL ASSIGNMENT (15%)

An individual take-home assignment will be handed out in class in Week 10 during our Social Network class. This written assignment will provide an opportunity to demonstrate you can think analytically, carefully, and critically about course content and apply this in real-world settings. Details on the format, length, and other expectations will be provided during class. **The assignment must be submitted via Canvas by Sunday, November 29th by 11pm.**

TEAM PROJECT (15%)

Overview:

The team project entails preparing and delivering a presentation that (1) identifies a particularly **good, bad or ugly action** (or set of actions) taken by an organization or its members in the last year (i.e. between September 2014-September 2015), and (2) analyzes that action using management theories and concepts from our course. A “good” action is one that has positive implications for employees or stakeholders such as customers, suppliers, or society at large. A “bad” action is one that has negative implications for employees or stakeholders. An “ugly” action is one that is intentional, systematic, and morally reprehensible.

Purpose:

The team project is designed to (a) provide you with an opportunity to apply management theories and concepts to a contemporary issue in a real organizational setting of your choice; (b) offer you practice working in a team, and (c) offer you an opportunity to stand up and deliver a formal presentation in front of a group in a safe and supportive classroom environment.

Timeline:

- **Friday 9/25:** You will form a team of five (5) students within your own recitation section to work on the presentation. Each team must sign up on Canvas by 5pm.
- **Sunday 10/18:** Your team will submit on Canvas by 11pm a two-part progress report for review by your TA. The first part of the report will consist of a 1-2 page outline of your team presentation. The second part of the report will consist of a 2-3 page description describing (a) two (2) examples of what is working *well* in your team’s efforts; (b) two (2) examples of what is *not* working well; and (c) one example of how each of the latter issues can be *improved*. Your team is encouraged to have a constructive conversation about these topics in order to provide an honest and example-based description of its work processes (and it is not sufficient nor will points be awarded if “everything is going well”).
- **Week 8 (of 10/19):** Your team in full will meet with your TA to discuss the progress report content (that is, the outline as well as the evaluation of its work processes). Extra office hours will be held by each TA to ensure meeting availability for each team.
- **Week 10 (of 11/2):** Team presentations held during recitations. Team member evaluations will also be due this week (details to be provided later in the term).

Presentations:

Each team will be allocated about 12 minutes to present. The presentation itself will occur for 10 ten (10) minutes, followed by a brief question-and-answer period (2 minutes). The question-and-answer session will be evaluated as part of each team's presentation, during which time your TA and other students in your discussion section will have an opportunity to ask questions.

Grading Criteria:

To receive a high grade for your work on this project, your team must select appropriate management concepts to analyze the organizational action of choice, demonstrate your understanding of the theoretical concepts, and show how they apply to the organization's action. Importantly, all course concepts should be first defined in your *own* words, then illustrated showing *examples*.

Further, an excellent presentation is likely to be one for which the team uses management theories and concepts not just accurately and appropriately, but also creatively and critically. In addition to being evaluated on their content, the team presentations will also be evaluated on their professional quality (e.g., clarity, organization, delivery).

Your presentation should include the following components:

- a) a brief overview of the organization, the action, and the context in which it took place;
- b) a brief explanation of whether the action was good, bad, ugly, or a combination;
- c) an analysis of the action using appropriate and relevant management concepts;
- d) some discussion of the effects or consequences of the action for those who are employed by the organization, as well as for any other relevant stakeholder groups.

Practicing the presentation together in advance will help your team perform well. All team members are expected to actively engage in preparing the presentation as well as participating on the day of the presentation. You may use whatever media you prefer to make your presentation (PowerPoint, overheads, chalkboard, music, skits, etc.), as long as it clearly conveys the point of your project and does not detract from the information.

Team Member Evaluation:

It is important to be a team player for this project as "free riding" is unacceptable. To help team members stay accountable, you will be asked to individually submit a team member evaluation form when the presentations are over. In this form, you will independently assess your fellow team members' work on the project. We will review these forms when determining your individual course grades on the team presentation.

You should be aware, however, that all team members will generally receive the same grade, even though some might have worked harder than others - this is the nature of teamwork. It is up to you as team members to try to manage your work so that everyone contributes effectively and to sort out any issues that may arise. Nevertheless, there might be exceptions where one team member receives a lower grade than the others because s/he did not pull their weight.

The TAs and I would rather know that such problems are occurring while they are happening, instead of only afterwards, so you should be sure to bring any major concerns about your team to the attention of your TA *well before* your team presentation date.

COURSE POLICIES:

Seating:

Consistent with the MBA program experience here at Wharton, we will use a pre-planned seating arrangement in our course. Although I fully understand how nice it is to be able to choose your own seat, this approach is by far the easiest way to help me to learn each of your names and, in turn, to make you feel involved in the class. The seating chart will be provided on the first day of class. Name tents will also be provided to you the second week of class to help your peers learn your name and to build a sense of community in our classroom.

Electronics:

To help promote engagement with the course, all phones, tablets, computers, and other electronics for all classes and recitations must be turned off and put away *out of sight* during the entire duration of lectures and recitations (unless you are instructed to do otherwise). Please note this policy will be strictly enforced. In support, new research shows that for long-term retention of material, taking notes by hand is superior to taking notes by computer. Further, this policy reduces distraction for myself and other students in the classroom (as when electronics are permitted, a subset of students sometimes end up checking their email, going on Amazon, checking Facebook, or engaging in other activities unrelated to class content).

Absences:

For both the Monday lectures as well as the recitations, (1) all absences must be reported through the Course Absence Reports (CAR) system; and (2) you are permitted two (2) CAR-documented absences for any reason (with the exception of team presentation day, where absences are separately and heavily penalized). **Said differently, failing to provide information on any absence through the CAR system in a timely fashion will result in loss of attendance credit, even if you have not already accrued the two allowable absences.** Please note that the CAR system should not be used for days on which exams are scheduled, as you will need to contact your TA and the head TA directly to make other arrangements for completing the exam.

Please submit Course Absence Reports for this course through Penn InTouch: <https://medley.isc-seo.upenn.edu/pennInTouch/jsp/fast.do?fastStart=explicit&page=absenceReport>.

Withdrawing from the Class:

Any requests to withdraw from the class must be submitted for approval to the TAs and/or myself *prior* to Friday, October 9th. This timeframe is due to the importance of the team project and associated difficulties in accommodating changes to team memberships once project work has commenced.

Exam Conflicts:

Per university policy, excused absences are only granted in cases of a conflicting class, a conflicting exam, a religious holiday, a serious illness, or a grave family emergency, and each of

these reasons must be documented. Job interviews, incompatible travel plans, and forgetfulness are **not** considered excused absences. At least two weeks' notice for foreseeable conflicts must be provided. An unexcused absence from an exam will result in a grade of zero.

Academic Integrity:

Students are required to 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. Additional information on plagiarism is available on Canvas. Please contact your TA if you have any questions about these expectations.

STUDENT LUNCHES:

I will host a lunch series periodically throughout the semester for members of our class. The purpose of these lunches is for us to enjoy meaningful out-of-class time together. The lunches will be held in the Management Department office suite (SHDH 2000). Please visit Canvas to sign up (see Calendar → Scheduler).

Note: I reserve the right to modify this syllabus during the semester as needed. Any changes will be announced in class and/or on Canvas, and will take precedence.

| Week | Date | Topic | Readings & Assignments | Recitation |
|---------------------------|-------|----------------------------|--|---|
| 1 | 8/31 | Intro to Management | <ul style="list-style-type: none">● Syllabus Confirmation (Canvas)● Read Email Etiquette (Canvas) | <ul style="list-style-type: none">● No recitation |
| 2 | 9/7 | No lecture (Labor Day) | <ul style="list-style-type: none">● Managing Organizations | <ul style="list-style-type: none">● Exercise: Balloon Tower (1st Recitation) |
| PART 1: The Individual | | | | |
| 3 | 9/14 | Motivation and Rewards | <ul style="list-style-type: none">● On the Folly of Rewarding A● Retaining Younger Workers (Canvas) | <ul style="list-style-type: none">● Case #1: Michael Simpson |
| 4 | 9/21 | Job Design and Diversity | <ul style="list-style-type: none">● Grouping Tasks Into Jobs● The Silent Language | <ul style="list-style-type: none">● Exercise: Island of Diedra● By 9/25: Team project sign-ups (Canvas) |
| PART 2: The Dyad | | | | |
| 5 | 9/28 | Decision-Making & Ethics | <ul style="list-style-type: none">● See No Evil | <ul style="list-style-type: none">● Case #2: Best of Intentions |
| 6 | 10/5 | Persuasion and Negotiation | <ul style="list-style-type: none">● Interpersonal Influence● Six Habits of Merely Effective Negotiators | <ul style="list-style-type: none">● Team project day |
| PART 3: The Team | | | | |
| 7 | 10/12 | Groups and Teams | <ul style="list-style-type: none">● Discipline of Teams● B Players (Canvas) | <ul style="list-style-type: none">● Case #3: Learning Team #28● Due 10/18: Team progress report (Canvas) |
| 8 | 10/19 | Coordination and Conflict | <ul style="list-style-type: none">● Consensus-Building Techniques● Taking the Stress Out | <ul style="list-style-type: none">● Teams meet with TAs |
| 9 | 10/26 | Midterm Exam (6pm-8pm) | | |
| PART 4: The Business Unit | | | | |
| 10 | 11/2 | Networks | <ul style="list-style-type: none">● Company Behind the Charts● How to Build Your Network | <ul style="list-style-type: none">● Team presentations (Canvas)● Team member evaluations |
| 11 | 11/9 | Strategy and Competition | <ul style="list-style-type: none">● Five Competitive Forces● Analyzing the External Environment | <ul style="list-style-type: none">● Simulation: ExperienceChange |
| PART 5: The Organization | | | | |
| 12 | 11/16 | Leading Change | <ul style="list-style-type: none">● Why Transformation Efforts Fail● Change or Die (Canvas) | <ul style="list-style-type: none">● Simulation: ExperienceChange |
| 13 | 11/23 | No lecture (Thanksgiving) | None | <ul style="list-style-type: none">● No recitation |
| 14 | 11/30 | Structure and Culture | <ul style="list-style-type: none">● Grouping Jobs Into Functions and Divisions● Organizational Culture | <ul style="list-style-type: none">● Due 11/29: Individual assignment● Case #4: Zappos |
| 15 | 12/7 | Putting It All Together | None | <ul style="list-style-type: none">● No recitation |
| 16 | 12/11 | Final Exam (3pm-5pm) | | |

Note: The team progress report and individual assignment are due by 11pm while team sign-ups are due by 5pm (all on Canvas).