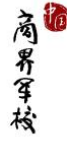




PHBS

北京大学汇丰商学院



MGT575

Introduction to Management Second Module, 2022-2023

Course Information

Instructor: C. James Yen

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Office Hour: **Mon. 3:00pm-4:00pm**, or by appointment

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Classes: Tuesdays and Fridays

Sessions: 1:30pm-3:20pm

Venue: PHBS Building, **Room 335**

1. Course Description

1.1 Context

Course Overview

Management is to "[create] value for customers by helping people to be more productive and innovative in a common effort."

Magretta, J. 2002. *What Management Is*

The course of **Introduction to Management** (04712510 MBA & FinTech) aims to provide a very general and broad understanding of Management knowledge to first-year MBA students as well as students in the FinTech program. The course is divided into two related parts: **Design** and **Execution**, which cover nine topics in the general management field. Part I: Design introduces the "why" part of management tasks by examining the concepts of value creation, business models, strategy, and organization, while Part II: Execution presents the "how" part of management skills by exploring the notions of managerial numeracy, bottom line, innovation, results, and managing people. With both "why and how," we have a complete understanding of what management is for the practicing managers.

The Course Does Not Cover...

While the course covers many important areas of management topics, it does not include advanced issues, such as decision making, entrepreneurship, leadership & motivation, and organizational politics.

Prerequisites:

None.

1.2 Textbooks and Reading Materials

Reference Books:

1. Magretta, J, 2002. *What Management Is: How It Works and Why It's Everyone's Business*. (Hereinafter **Magretta**).
2. Rosenzweig, P. 2014. *Left Brain, Right Stuff: How Leaders Make Winning Decisions*. Public Affairs. (Hereinafter **Rosenzweig**).

Additional Readings:

The readings, mainly coming from articles in *Harvard Business Review*, are chosen to cover fundamental knowledge of related management topics. They are helpful for your understanding of what management is. I hope you will avail yourself of all the course readings so that you, as a would-be manager or an entrepreneur, may be able to learn more advanced management issues in the future when you face difficult real world business/management problems.

2. Learning Outcomes

2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	O
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	O
	2.2. Students will be able to apply leadership theories and related skills.	
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	O
	3.2. Our students will practice ethics in the duration of the program.	
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	O
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	O
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	O
	5.3. Our students will demonstrate competency in critical thinking.	O

2.2 Course Specific Objectives

Education is the kindling of a flame, not a filling of a vessel.

-Socrates

It is a required course for MBA students as well as master students in the FinTech program. You must prepare before the class, participate in the class, and practice after the class in order to acquire, assimilate, and apply fundamental knowledge of **Management**. While I work hard at promoting your learning, you must understand that it is ultimately **your responsibility** for the learning process. Therefore, the quality of the learning experience heavily depends on (1) your preparation of class materials, including readings of **book chapters, cases, and articles**; (2) your participation to the class discussion; (3) your practice of the case analysis, and (4) your partnership with team members. That is, what you learn depends on your own efforts as well as those of your colleagues. At the end, what you gain from the class is largely determined by you and your classmates.

I have tried to organize and run the course in ways that emphasize pre-class preparation, in-class discussion, as well as after-class case analysis and team collaboration. First, you are required to read the materials listed in the syllabus before each session. In the class, I will talk about the materials with the **expectation** that you have read the book chapters, cases, and articles for each session. I will ask questions related to the reading materials, and your class participation grade will be evaluated on the basis of your performance.

Next, to engage in class discussion, I will assign every one of you a number in this class, and the student whose number is drawn will have to respond to the questions I ask. You will have to pay attention to my questions because **everyone** has a chance to be asked. Moreover, you will have to listen to your classmates' opinions because I will also ask **follow-up questions**, such as "would you summarize what James Yen just said" and "do you agree with what James said?" Failure of answering questions in class will lead to lower class participation grade.

Finally, you will be assigned and grouped as teams. Your grades reflect your individual effort as well as the performance of your team. I encourage you to interact with your team members in a regular basis because everyone needs to submit both **case write-ups** and **article summaries** on a team-basis.

2.3 Assessment/Grading Details

Grading

Class Participation:	25%
Case Write-up:	20%
Article Summary:	20%
Final Exam:	35%

Class participation grades (**25%**) reflect my judgment of your contribution to the learning environment. The grades take into account (1) the *frequency* of your responses in class, (2) their *quality* (e.g., relevance to course materials; insights that differ from others' points of view; elaboration or clarification of others' opinions), and (3) the *professionalism* of your conduct (i.e., attendance, punctuality, preparedness, and respect to your colleagues and their contributions).

Case write-up grades (**20%**) are my evaluation of your analysis of the cases in written format. There are four cases in total, all of which are **team-basis**. Each case write-up is up to three pages. Your grade will be the same as your teammates for a case. Each case write-up constitutes 5% of your total grade. I will automatically **exclude** the write-up with the lowest grade, and thus your case write-up grade will encompass 15% of your total grades. Note that your grade for the case write-up will be the same as that of your teammates.

Article Summary grades (**20%**) are my appraisal of your ability to distil the main idea of the assigned articles in written format. There are four articles in total, all of which are **team-basis**. Each article summary is up to three pages. Your grade will be the same as your teammates for an article. Each article summary constitutes 10% of your total grade. I will automatically **exclude** the summary with the worst grade, and thus your article summary grade will encompass 20% of your total grades. Note that your grade for the article summary will be the same as that of your teammates.

Final exam grades (**35%**) are my assessment of your understanding of the course materials. The exam includes materials from **Part I Design** of the course as well as those from **Part II Execution**.

2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconducts, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to **PHBS Student Handbook**.

3. Topics, Teaching and Assessment Schedule

Content of Class Sessions

Session	Month	Date	Day	Topic	Magretta Book Chapters	Cases and Articles
1	Nov.	1	Tue.	Introduction	The Universal Discipline	Mini case: <i>Aesop's Fables</i>
2-1	Nov.	4	Fri.	Value Creation	Ch.1	
2-2	Nov.	8	Tue.		Purpose of a Business	Case 1: <i>What Is Our Business?</i>
3-1	Nov.	11	Fri.	Business Models	Ch.2	
3-2	Nov.	15	Tue.		Core Competence	Case 2: <i>The Walt Disney Company</i>
4-1	Nov.	18	Fri.	Strategy	Ch.3	
4-2	Nov.	22	Tue.		Activity System	Case 3: <i>Walmart Store, Inc.</i>
5-1	Nov.	25	Fri.	Organization	Ch.4	
5-2	Nov.	29	Tue.		Organizational Chart	Case 4: <i>GE Energy Management Initiative</i>
6	Dec.	2	Fri.	Managerial Numeracy	Ch.5	
7-1	Dec.	6	Tue.	Bottom Line	Ch.6	
7-2	Dec.	9	Fri.		Competition and Relative Performance	Article 1: <i>Performance, Absolute and Relative</i>
8-1	Dec.	13	Tue.	Innovation	Ch.7	
8-2	Dec.	16	Fri.		Organizational Learning	Article 2: <i>Explore & Exploit</i>
9-1	Dec.	20	Tue.	Results	Ch.8	
9-2	Dec.	23	Fri.		Influence the outcome	Article 3: <i>The Question of Control</i>
10-1	Dec.	27	Tue.	Managing People	Ch.9	
10-2	Dec.	30	Fri.		Leadership and Motivation	Mini case: <i>Motivate Mr. Han</i>
Exam	Jan.	4	Wed.		Final Exam: 1:30pm-3:30pm	

Part I. Design: Why People Work Together and How

Session 1 Introduction (Nov. 1st)

Reading: **Magretta** Introduction: The Universal Discipline.

Mini Case: *Aesop's Fables: The Birdcatcher, the Partridge, and the Cock*

Session 2-1 Value Creation (Nov. 4th)

Reading: **Magretta** Chapter 1. Value Creation: From the Outside In

Session 2-2 Value Chain (Nov. 8th)

Case 1: *What is Our Business?*

Session 3-1 Business Models (Nov. 11th)

Reading: **Magretta** Chapter 2. Business Models: Converting Insight to Enterprise

Hamel, G. and Prahalad, C.K. 1990. *Core Competence of the Corporation*.
Harvard Business Review

Optional: Zenger, T. 2013. What Is the Theory of Your Firm? *Harvard Business Review*.

Session 3-2 Core Competence (Nov. 15th)

Case 2: *The Walt Disney Company: The Entertainment King*

Session 4-1 Strategy (Nov. 18th)

Reading: **Magretta** Chapter 3. Strategy: The Logic of Superior Performance

Porter, M. E. 1996. What Is Strategy? *Harvard Business Review*

Session 4-2 Activity Systems (Nov. 22nd)

Case 3: *Walmart Store, Inc.*

Session 5-1 Organization (Nov. 25th)

Reading: **Magretta** Chapter 4. Organization: Where to Draw the Lines

Mintzberg, H., and Der Heyden, L.V. 1999. Organigraphs: Drawing How Companies Really Work .

Session 5-2 Organizational Chart (Nov. 29th)

Case 4: *GE Energy Management Initiative*

Part II. Execution: Making It Happen

Session 6 Managerial Numeracy (Dec. 2nd)

Reading: **Magretta** Chapter 5. Facing Reality: Which Numbers Matter and Why

Article: Maister, D.H. 1981. How to Avoid Getting Lost in the Numbers? *Harvard Business Review*

Session 7-1 Bottom Line (Dec. 6th)

Reading: **Magretta** Chapter 6. The *Real* Bottom Line: Mission and Measures

Session 7-2 Competition and Relative Performance (Dec. 9th)

Article 1: **Rosenzweig** Chapter 3-4. *Performance, Absolute and Relative.*

Session 8-1 Innovation (Dec. 13th)

Reading: **Magretta** Chapter 7. Betting on the Future: Innovation and Uncertainty

Session 8-2 Organizational Learning (Dec. 16th)

Article 2: **Explore & Exploit** from *Algorithm We Live By*

Reading: Chesbrough, H. and Teece, D. 2002. When Is Virtual Virtuous? *Harvard Business Review*

Session 9-1 Results (Dec. 20th)

Reading: **Magretta** Chapter 8: Delivering Results.

Session 9-2 Influence the Outcome (Dec. 23rd)

It might be preferable to have managers imagine (sometimes falsely) that they can control their fates, rather than suffer the consequences of imagining (sometimes falsely) that they cannot.

Zur Shapira, *Risk Taking*

Article 3: *Rosenzweig* Chapter 1 & 2: The Question of Control

Session 10-1 Managing People (Dec. 27th)

Reading: ***Magretta*** Chapter 9: Managing People.

Session 10-2 Leadership and Motivation (Dec. 27th)

Mini Case: Choosing the Ways to Motivate Mr. Han!

Final Exam (Jan. 4th)

Final exam is on Jan. 4th (Wed.) from 1:30pm to 3:30pm. The exam covers the two parts of the course. ***Magretta*** Chapter 1-9 and the cases and articles.