Introduction to Business and Management  660.461.01 and .02
Fall 2011  Tuesday/Thursday
9 a.m. – 10:15 a.m. and
10:30 a.m. – 11:45 a.m.
Location:  tbd

Instructor:  Illysa Izenberg  izenberg@jhu.edu
Managingandleading.blogspot.com  Twitter: manage_lead

Office hours:  8 - 9 a.m. Thursdays Whitehead 105 or in our classroom (please make appointment if possible)

TA:  Max Wieder  max.wieder@gmail.com
CA:  Ben Goldberg  goldb12@jhu.edu
TA & CA office hours to be announced

Course description
When Mechanical Engineers become managers, they must juggle knowledge of and tasks associated with operations, finance, marketing, strategy, team leadership and projects. While an engineer’s success may depend on his direct input -- the sweat of his brow – a manager’s success depends on his ability to enlist the active involvement of others: direct reports, other managers, other team members, other department employees, and those above him on the organizational chart. In this course, you will be introduced to strategy, marketing, finance, project management and people management and you will practice writing concise persuasive analyses and action plans and verbally defending your ideas. You will leave this course prepared for the work-world.

Course Learning Objectives
By the end of the course students will be able to:
  1. Conduct a strategic assessment of a business
  2. Analyze the economic implications of business decisions, including time to breakeven, cash flow projection, and net present value of contribution
  3. Determine how project scope, resources, and schedule interact
  4. Apply a comprehensive decision-making framework to account for the needs of disparate stakeholders, business objectives and ethical principles and determine how leaders shape team decision-making and performance
  5. Apply supervisory/managerial skills to correct performance shortfalls, assign/delegate work, utilize coaching skills and processes, resolve team conflicts, and provide constructive criticism
  6. Identify how team identity, conflict, and trust influence team performance and recognize the leader’s role in fostering team outcomes
  7. Identify customer needs and set a pricing and promotion strategy
  8. Understand the patent and intellectual property process

Main Learning Modules

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This course is organized around 5 Modules:

- Teams –leadership, communication, decision-making
- Finance
- Strategy
- Project Management
- Intellectual Property

Activities by module:

| Team leadership & Communication | Everest simulation, Army Crew Team, Identity Issues in Teams, Managing Oneself, Beechnut A1, Managing your Boss, TerraCog, Fate of the Vasa, Thomas Green |
| Finance                          | ManageMentor: Financial Essentials |
| Strategy                         | Research in Motion, Marketing Analysis Toolkit: Situation Analysis, Let’s Talk Science, Textbook |
| Project management               | Project Management simulation and textbook |
| Intellectual property            | Textbook |

**Required Texts**

This course utilizes Harvard Business School cases, simulations, and articles and one textbook. Students must purchase all materials except those on e-reserve. Purchase the cases and simulations listed below at a 50% discount here:

http://cb.hbsp.harvard.edu/cb/access/9729445

**Cases and simulations:**

- 2184 TerraCog Global Positioning Systems: Conflict and Communication on Project Aerial (brief case)
- 403095 Identity Issues in Teams
- 510079 Marketing Analysis Toolkit: Situation Analysis
- 605026 Fate of the Vasa
- 907A08 Let’s Talk Science
- 908M46 Research in Motion: Managing Explosive Growth
- 9-392-084 Beech-Nut A1
- 9-403-131 The Army Crew Team
- R0501K Managing Oneself
- UV0116 Note to the Student: how to study and discuss cases
- 2095 Thomas Green: Power, Office Politics, and a Career in Crisis
- 3356-HTM-ENG Project Management Simulation
- 2650-HTM-ENG Everest Simulation

**Finance online program:**
Registration process:
1. Turn off all pop-up blockers
3. Click on "Sign up here" under New Users
4. Fill out the required information, including Organization ID 00056658, to be properly associated with your course.
5. Click "Find" to see what's available in your Learning Catalog.
6. Select "Register" - Click "Confirm." You will then be prompted for payment.
7. Proceed with payment and click "Complete Registration."
8. Your registration is now complete and your course should appear on your enrollments.

If you experience technical difficulties, please contact HBSP: 1-800-810-8858 (outside the U.S. and Canada, 1-617-783-7700) techhelp@hbsp.harvard.edu.

Note technical requirements for all simulations and online programs:
- Computer with minimum 1024x768 screen resolution
- High speed internet connection (DSL / cable modem quality)
- Windows 2000, XP, Vista, Windows 7 / Macintosh OS 10.x operating systems
- Internet Explorer 6+ / Firefox 3.0+ web browser with javascript and cookies enabled
- Microsoft Excel 2003+ (optional but several courses and simulations allow students to export data/files for manipulation in Excel)
- Flash Player 9+ browser plug-in
- Special notes: Known issues with Chrome browser. Safari browser compatibility not fully confirmed; Macintosh users are encouraged to use Firefox 3.0+ browser.

The textbook is available in the bookstore.

Articles on reserve at JHU library:
HBR, R0501J-PDF-ENG Managing Your Boss

Assignments:
Students will read and write-up case studies, prepare for simulations following directions on each simulation site, and complete activities as assigned.

Concepts learned on a regular, consistent basis stick far longer than anything learned cramming for midterms and finals. Accordingly, grading categories emphasize weekly learning:

<table>
<thead>
<tr>
<th>Description</th>
<th>% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Case write-ups, other written homework,</td>
<td>50%</td>
</tr>
</tbody>
</table>
Specific assignments will be provided separately. Graded assignment due dates are tentatively:

<table>
<thead>
<tr>
<th>Graded assignment</th>
<th>Due date (subject to change)</th>
<th>Written or Class Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army Crew Team – case write-up</td>
<td>September 15</td>
<td>Written</td>
</tr>
<tr>
<td>Thomas Green - case write-up</td>
<td>September 27</td>
<td>Written</td>
</tr>
<tr>
<td>Textbook activity Chapter 14</td>
<td>September 29</td>
<td>Complete/Incompl.</td>
</tr>
<tr>
<td>Beechnut A1 – case write-up</td>
<td>October 6</td>
<td>Written</td>
</tr>
<tr>
<td>Learning Group Rubric</td>
<td>October 13</td>
<td>Class Contribution</td>
</tr>
<tr>
<td>TerraCog – case write-up</td>
<td>October 18</td>
<td>Written</td>
</tr>
<tr>
<td>Team presentation</td>
<td>October 20</td>
<td>Class Contribution</td>
</tr>
<tr>
<td>Fate of the Vasa – case write-up</td>
<td>October 25</td>
<td>Written</td>
</tr>
<tr>
<td>ManageMentor: Finance Essentials Quiz</td>
<td>November 1</td>
<td>Written</td>
</tr>
<tr>
<td>Team 5 C’s analysis (case: Research in Motion)</td>
<td>November 3</td>
<td>Written</td>
</tr>
<tr>
<td>Let’s Talk Science – case write-up</td>
<td>November 10</td>
<td>Written</td>
</tr>
<tr>
<td>Textbook activity Chapter 4</td>
<td>November 15</td>
<td>Complete/Incompl.</td>
</tr>
<tr>
<td>5 Forces &amp; SWOT analysis</td>
<td>November 15</td>
<td>Written</td>
</tr>
<tr>
<td>Textbook exercises Chapter 16</td>
<td>November 22</td>
<td>Complete/Incompl.</td>
</tr>
<tr>
<td>LG rubric</td>
<td>November 29</td>
<td>Class Contribution</td>
</tr>
</tbody>
</table>

**Case Study Write-ups:**
For each case, students will come to class prepared to discuss specific questions presented in the file titled, Daily Plan, available on Bb in the Syllabus folder. When writing case memos, follow the specific instructions for each case.

Students will work in Learning Groups of three to debate and complete the case memos. All three group members earn the same grade. On your assignment, show all three names. Work together with your learning group – don’t split up the work. Twice over the semester, students will evaluate their learning group peers based on traits determined in our first or second class.

For each week a case is due, you will find an MS:Word document on Bb in the “handouts & assignments” folder with specific questions, word count and other requirements, and a rubric. Please write as if you are writing for work, not for an English Lit course – use concise, professional, direct language, single-space, 12-point font.

**Class contribution grading:**
Verbally presenting ideas is a key management skill: managers must gain buy-in, inspire their teammates and direct reports, obtain needed resources from higher ups, and in other ways be verbally adept at negotiating, persuading, correcting performance shortfalls, and
providing direction. Therefore, students are to use the class as learning labs for developing and enhancing communication skills.

Students are expected to contribute to in-class discussions in ways that enhance the learning for all. Grading will be based on comments and contributions that:

- Generate quality debate
- Build on classmates’ comments
- Link textbook reading, case material outside reading/learning and/or individual experiences
- Demonstrate rigorous and critical thinking

While playing devil’s advocate can help explore options and contingencies, arguing for the sake of arguing does not enhance learning. Also, we will follow procedures to reduce the potential for discussion-dominating. Students are expected to participate in all class activities and exercises.

Because students in this program may not have studied non-technical subjects and may not have experienced being graded on class contribution, every effort will be made to ensure all voices are heard and that everyone has an opportunity to share ideas. Further, students will be asked to self-grade at the end of some of the classes. We will provide feedback to any student whose perception of his own class contribution differs significantly from ours.

We will create an environment conducive to hearing from everyone regardless of first language, accent, or speaking style. Thus, the class environment will model an inclusive work environment.

*Special note:* Tremendous learning happens during student interactions in class that cannot be replicated for individuals missing class. Students missing a class are expected to make prior arrangements to learn the material and contribute to others’ learning despite their absence. Contact Ben if you expect to miss or be late to a class and provide him with your learning / contribution plan. Class contribution grading:

Contributed superior comments to:

>90% of classes = A

80 – 90% = B

70 – 80% = C

etc.

Contributed *something* useful to:

>90% of classes = B

80 – 90% = C

70 – 80% = D

etc.

The strength of the university depends on **academic and personal integrity**.

In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic

“Difficulty builds mental muscle, while ease often builds only confidence” – Benedict Carey
devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition.

Report any violations you witness to the instructor. You may consult the associate dean of student affairs and/or the chairman of the Ethics Board beforehand. See the guide on “Academic Ethics for Undergraduates” and the Ethics Board Web site (http://ethics.jhu.edu) for more information.

**Communicating with Illya:** I try to return emails within 24 hours. However, from 3 p.m. Friday until late Saturday I do not check emails. Emails received within that time may not be responded to until Sunday or even Monday.