

SPELMAN COLLEGE
Spring 2017
Management 300 (CRN # 11078), Principles of Management, Cosby 329
Tuesday and Thursday, 02:25 PM to 03:40 PM
Professor: Dr. Angelino C. G. Viceisza

OFFICE HOURS AND CONTACT INFORMATION

Office Hours: Tuesday and Thursday, 1:00 – 2:00 PM; by appointment
Office Location: Department of Economics, Giles Hall, Room 402 (4th floor)
Office Phone: 404-270-6055 (please use email; more below)
Course website: Please check Moodle. *In absence thereof, I will make use of email and/or twitter.*
Personal research website: <https://sites.google.com/site/viceisza/>
Default email: aviceisz@spelman.edu; Back-up email (only if Spelman email is down): viceisza@gmail.com
Twitter: @aviceisza #viceisza (follow me for last-minute updates, research opportunities, scholarships, etc.)
Note: I am usually accessible via email to respond to simple questions or quick consultations. If an issue warrants discussion in person, I will refer you to my office hours. This will usually be the case for issues related to course performance. If using email, please include MGT 300 in the subject line.

REQUIRED TEXT AND RESOURCES

1. John R. Schermerhorn. **Management**, 12th edition. Wiley, 2013 ISBN: 9781118113929.
2. <http://www.businessmodelgeneration.com/canvas/bmc>.
3. <http://www.alexandercowan.com/business-model-canvas-templates/>.

OTHER TEXTS (NOT REQUIRED)

4. Alexander Osterwalder and Yves Pigneur. **Business Model Generation**. Self-Published, 2009. ISBN: 9782839905800. <http://www.businessmodelgeneration.com/>. Access to “a preview” provided on Moodle.
5. Blank, Steve and Bob Dorf. **The Startup Owner's Manual: The Step-By-Step Guide for Building a Great Company**. K&S Ranch Inc. Publishers, 2012. ISBN: 0984999302.

COURSE DESCRIPTION

This course is a general survey of management concepts. It is intended to give students an understanding of the challenges that managers face in an increasingly complex business environment. Emphasis will be placed on topics like managing in the global environment by discussing some of the basic functions of management: planning, organizing, leading, and control. Issues such as power, negotiation & conflict resolution, merger & acquisition, human resources, and the role of African American women in management will also be discussed. The course seeks to provide a survey of basic management theory and practice in both profit and not-for-profit organizations. Emphasis will be placed on managerial functions plus organization theory. The course also has an entrepreneurship/innovation component, which exposes the student to the very basics of lean startup methodology/business model generation (i.e. canvas, value proposition, minimum viable product, and customer discovery). This material is covered in lieu of Schermerhorn’s chapter 6.

BEHAVIORAL OBJECTIVES

Upon completion of this course, the student should be able to:

1. Describe the key functions of management.
2. Critically evaluate and understand the process and role of management as it applies to society, business organizations, and the global economy.

3. Describe the fundamental concepts and theories of management as they apply to for- and non-profits.
4. Analyze and understand the process of management and the impact managers have on the functioning of an organization.
5. Have a sense of how to manage efficiently and effectively in a global environment.
6. Use strengths-weaknesses-opportunities-threats (SWOT) analysis in both an organizational and a personal setting for decision-making.
7. Develop, execute and understand management strategies and research methodology.
8. Use and understand contemporary issues in the role of management (e.g. social responsibility & ethics, managing diversity, and technology etc.)
9. Describe the basics of lean startup methodology (viewing a startup as a special type of organization).
10. Sketch a business model canvas (BMC) with emphasis on value proposition (VP), minimum viable product (MVP), and customer relationships/customer discovery (CD).
11. Formulate a proper business thesis, conduct basic CD (e.g. hypotheses formulation, sampling, and testing through experiments/interviews), and formulate subsequent steps for pivoting.
12. Pitch items 10-11 in front of a live audience, including a panel of judges.

JUSTIFICATION FOR FOUR CREDITS

This is a four-credit, three-contact-hour course. To justify the additional credit, the student will be required to do the following outside of class:

1. Read book chapters, end-of-chapter cases, and watch videos *prior to class* (see course outline).
2. Complete take-home quizzes (retroactive based on material discussed in class).
3. Work on the BMC, VP, MVP, and CD (collectively called **BMG** from now on).

COURSE GRADING

The course grade will be determined by:

Two (2) exams	30% (15% each)
One (1) comprehensive final exam	30%
Quizzes	15% (six out of eight: 2.5% each)
BMG	15%
Attendance and participation	10% (7.5% for attendance; 2.5% for participation)

The following grading scale will be employed:

Percentage Earned	Grade Earned	Percentage Earned	Grade Earned	
93 – 100	A	75 – 78	C+	
90 – 92	A-	70 – 74	C	
87 – 89	B+	65 – 69	C-	
83 – 86	B	62 – 64	D+	
79 – 82	B-	58 – 61	D; below 57	F

Note: (1) The above scale should be regarded as approximate as the instructor reserves the right to make adjustments in awarding final grades. (2) I typically grade exams with a “bump”.

QUIZZES

Quizzes will open at 4:00 PM of a given day and close at 11:59 PM of the day after. So, a student will have 32 hours to complete a quiz. The dates listed in the course outline are **due dates**. Quizzes will be completed on/submitted via Moodle and close at midnight. This means that the student’s submission should be complete by 11:59 PM of **the stated due date**. **The student should plan accordingly since late submissions will receive a zero (0)**. Please avoid losing points in an unnecessary manner by starting the quiz on time.

BMG

For this part of the course, it is essential that the student (1) watch the videos and (2) consume the slides/resources in the course outline. The student should do so ***prior to coming to class*** in order to discuss with peers how best to execute these components. Students will be called upon to present and lead discussion on select concepts.

The BMG process will comprise the following stages:

- 1) Stage 1: “Draft BMC with business thesis”. **The following should be submitted as separate paragraphs in ONE file:**
 - a. A one-page draft of the BMC using “11._BMC_template” uploaded to Moodle.
 - b. If need be, one page of additional explanations for the different parts of the BMC.
 - c. A maximum one-page formulation of the business thesis associated with this BMC. See “10._TestingCD” uploaded to Moodle for how a proper thesis should be formulated.
- 2) Stage 2: “Draft BMC with business thesis, draft MVP, and plan for CD”. **The following should be submitted as separate paragraphs in ONE file:**
 - a. A one-page draft of the BMC.
 - b. If need be, one page of additional explanations for the different parts of the BMC.
 - c. If applicable, a maximum one-page formulation of how the BMC and business thesis have pivoted based on feedback provided by the professor (and possibly others).
 - d. A sample MVP, be it conceptual (e.g. based on a sketch, illustration, or detailed description) or a physical prototype. In case of the latter, students are encouraged to use the Spelman Innovation and Design Laboratory (<http://www.spelmaninnovation.org/>) and submit a picture electronically during Stage 3. The actual physical prototype can be shown during Stage 4.
 - e. A two-page draft of the plan for CD (see “10._TestingCD”, page 44) addressing:
 - i. The business thesis (who, what, and why).
 - ii. Four hypotheses based on the business thesis.
 - iii. For each hypothesis, who you plan to talk to and why. This should include a discussion of how people will be selected. At least 25 interviews should be conducted.
 - iv. Four questions to kick off your interviews/experiments. **No** “Yes/No (Y/N)” questions.
 - v. Four follow-up questions to continue the discussion and CD process. **No** Y/N questions.
- 3) Stage 3: “Final BMC with business thesis, draft MVP, lessons learned from CD, and next steps”. **The following should be submitted as separate paragraphs in ONE file:**
 - a. A one-page draft of the BMC.
 - b. If need be, one page of additional explanations for the different parts of the BMC.
 - c. The raw data from all the interviews conducted as well as a basic analysis of such data (summary statistics etc.)
 - d. A two-page formulation of how the BMC and business thesis have pivoted (lessons learned) based on feedback from the professor and CD.
 - e. A sample MVP and whether/how it has pivoted based on feedback from the professor and CD.
- 4) Stage 4: “The Lessons Learned Pitch”
 - a. One way to envision “the Pitch” is to watch a TV program such as Shark Tank on ABC.
 - b. You will have eight minutes to present (more below) and two minutes will be reserved for Q&A.
 - c. The standard expectation is that you will:
 - i. Dress professionally and be on time, i.e. set up/ready to start at your designated time.
 - ii. Have a concise pitch in the form of an oral presentation, supported by an electronic presentation and possibly, a simulation or comparable activity illustrating the MVP.
 - iii. Present (a) your initial versus current BMC, (b) the CD process/data and how it informed the pivot, (c) basic details of the sample and proposed revenues/costs, and (d) next steps/ways forward in eight minutes. See guidelines on Moodle/rubric at end of syllabus.
 - d. The student should upload a portable document format (pdf) of the presentation to Moodle by 11:59 PM of the date of the presentation. Failure to do so will result in points being deducted.

The BMG component of the course counts for 15%: 1% for stage 1, 3% for stage 2, 5% for stage 3, and 6% for stage 4. See end of syllabus for a grading rubric.

The BMC itself should be presented in 9-10 point Times New Roman font in order to keep it to one page (possibly landscape). Otherwise, all written documentation (remaining paragraphs as outlined above) should be in Times New Roman 11 point font with 1 spacing and 1 inch margins all around. The presentation for Stage 4 must be uploaded as pdf (recall this if using PREZI). Deviations from these specifications will be penalized.

MAKE-UP POLICIES AND EXTRA CREDIT

1. **REGULAR EXAMS:** There are absolutely **NO** make-up exams, whether the absence is excused or not. In case an absence is excused by the Office of the Dean within a week of the missed exam date, I reserve the right to prorate the weight of the missed exam over the remaining exams.
2. **FINAL EXAM:** The final exam absolutely **CANNOT** be made up. If a student misses the final exam, the student will receive a zero (0) for the exam. An exception **may** be made if a student seeks approval from me **PRIOR** to the exam by providing a valid documented excuse approved by the Office of the Dean. Even in this case, I still reserve the right to deny the student's request.
3. **QUIZZES:** There are absolutely **NO** make-up quizzes, whether the absence is excused or not. I will drop the two (2) lowest quiz grades when determining the student's overall grade. For example, if a student misses two quizzes, the student will receive a zero (0) but those will be dropped.
4. **BMG:** These components absolutely **CANNOT** be made up, whether the absence is excused or not. If a student misses them, the student will receive a zero (0).
5. **TARDINESS:** Late submissions will **NOT** be accepted. They will receive a zero (0) even if late by one second.
6. **EXTRA CREDIT:** It is my experience that most students fail to submit all possible assignments. As such, it does not make economic sense to give opportunities for extra credit since students are not making use of the opportunities already afforded to them. So, I will **NOT** give extra credit, regardless of the student's circumstances.

THERE ARE NO EXCEPTIONS TO ANY OF THESE RULES.

ACCESS TO EXAMS

Exams in this course are not permitted to enter "the public domain". Although there is no obligation to allow the student to review exams after they have been reviewed in class and collected, if a student wishes to review an exam, I will typically accommodate the student during office hours.

ATTENDANCE AND PARTICIPATION POLICY

Class attendance and participation are mandatory, as these are integral parts of the class. *As such, 10% of your class grade comes from these components.* Please note the following:

1. Attendance is taken at the beginning of each class.
2. For students who have the habit of arriving after the class begins (late arrival), I reserve the right to count late arrivals as absences. The student is considered late if the student is not present when class begins. I typically count tardiness as an absence if the student arrives after I finished taking attendance. In case of excessive lateness (ten minutes after class begins), I reserve the right to bar a student from entering the classroom.
3. If a student misses zero (0, no) classes, the student receives 100 for the attendance portion of the grade. If a student misses one (1) unexcused class, the student receives 95 for attendance. If a student misses two (2) unexcused classes, the student receives 90 for attendance. Any student with three (3) or more

unexcused absences will receive a zero (0) for attendance. *This means that this student loses 7.5% of the course grade.*

4. **Any student with five (5) or more absences (excused or unexcused) will be administratively withdrawn from the course. I will email the student a notification and proceed by processing such withdrawal through the Offices of the Dean of Undergraduate Studies and the Registrar.**
5. Class participation will be judged based on thoughtful questions and discussions **and** lack of disruptive behavior during class (see General Code of Conduct section of this syllabus). In particular, if a student uses a cell phone during class (without my permission), the student will receive a zero (0) for the participation portion of the grade. *This means that this student loses 2.5% of the course grade.*
THERE ARE NO EXCEPTIONS TO ANY OF THESE RULES.

ACADEMIC INTEGRITY

The following is Spelman College's **Academic Integrity Policy**:

“At the heart of Spelman College’s mission is academic excellence, along with the development of intellectual, ethical and leadership qualities. These goals can only flourish in an institutional environment where every member of the College affirms honesty, trust, and mutual respect. All members of the academic community of Spelman College are expected to understand and follow the basic standards of honesty and integrity, upholding a commitment to high ethical standards. Students are expected to read and abide by the Spelman College Code of Conduct (see the Spelman College Student Handbook) and are expected to behave as mature and responsible members of the Spelman College academic community. Students are expected to follow ethical standards in their personal conduct and in their behavior towards other members of the community. They are expected to observe basic honesty in their work, words, ideas, and actions. Failure to do so is a violation of the Spelman College Academic Integrity Policy.”

Violators will be subject to the sanctions outlined in the Spelman College Bulletin.

GENERAL CODE OF CONDUCT (INCLUDING TECHNOLOGY AND CELL PHONE USE POLICY)

It is understood that any student participating in this course will show conduct in a manner that is constructive and non-disruptive to the learning environment. This is out of mutual respect for the professor as well as fellow students.

With this in mind, use of any form of technology—including computers and cell phones—is only allowed if it is absolutely necessary for the student’s learning within the course. If so, the student should see me by the end of the first day of class to discuss and potentially obtain permission to use such a technology. Even if granted, I still reserve the right to revoke this privilege if I note in a future class that such technology is being used for purposes other than learning related to the course.

In the absence of such permission, use of technologies is strictly prohibited unless the professor explicitly requests the students to use such technologies. The student should turn off cell phones, laptops, tablets, or any other noise-making devices while in class as these can generally be considered disruptive. Any such disturbances will result in automatic eviction from class. NO EXCEPTIONS!!!

DISABILITY STATEMENT

The following is Spelman College's **Disability Statement**:

“Spelman College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to

participate in class, complete course requirements, or benefit from the College's programs or services, you should contact the Office of Disability Services (ODS) as soon as possible. To receive any academic accommodation, you must be appropriately registered with ODS. The ODS works with students confidentially and does not disclose any disability-related information without their permission. ODS serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, please contact the ODS at 404-270-5289 (voice), located in MacVicar Hall, Room 106."

CENTER FOR ACADEMIC PLANNING AND SUCCESS (CAPS)

The Spelman College Center for Academic Planning and Success (see <http://www.spelman.edu/academics/caps>) is located in the Milligan Building, 2nd floor. The Center provides peer tutors for various subject areas, including economics. The schedule of times when peer tutors will be available can be acquired from the Center. This is a valuable resource for student learning and students are urged to avail themselves of the Center. Peer tutors have previously been very successful students in the course.

GENERAL REMARKS

1. Students are expected to plan their air travel at the end of the semester so that it does not conflict with the final exam. The same applies to other types of travel throughout the semester.
2. Students should select a "buddy" in the course from whom they can obtain materials in case they miss class. It is the student's responsibility to obtain such material and stay up to speed.
3. The syllabus provides a general plan for the course; deviations may be necessary.

ONE WAY TO APPROACH THIS COURSE

One way to approach this course is to:

1. Read, watch, and review ALL supporting materials (e.g. book chapters, articles, videos, case studies, and notes) prior to coming to class.
2. Attend every class and actively participate in the discussion. That is: Ask questions, contribute thoughts/comments, participate in peer-learning/teaching activities, and take notes.
3. After class, review your notes and complement those posted on Moodle.
 - a. Make cue cards if you find those useful.
 - b. Send consolidated clarification emails and/or visit office hours if need be to ask questions.
4. Use quizzes as an additional opportunity to do steps 1 and 3.
 - a. Complement/review cue cards if applicable.
5. Prior to exams/other assessments: Review all material, i.e. revisit steps 1, 3, and 4.
 - a. Review the cue cards and related material.
 - b. Notice that by this point you will have seen the material at least four times.
 - c. Get a goodnight's rest!
6. After exams/other assessments: Identify weaknesses and learn from them. Adapt cue cards as need be.

COURSE OUTLINE

Date	Topic	Quizzes or Notes	Stage of Business Model
1/19	Syllabus and introduction		
1/24	Chapter 1		
1/26	Chapter 2	Quiz 1 assigned and due 1/27	
1/31	Intro to BMG. Watch the following videos on Moodle: 3. BMC_intro1 4. BMC_intro2 5. CD_intro1 6. MVP 7. CD_intro2		
2/2	Intro to VP. Watch the following videos: 8. VP_intro1 9. VP_intro2 Also, read: 10. TestingCD & 10a. Extra		1 st draft BMG due 2/2 Use 11. BMC template
2/7	Chapter 3		
2/9	Chapter 4	Quiz 2 assigned and due 2/10	
2/14	Chapter 5	Quiz 3 assigned and due 2/15	
2/16	Exam 1 (all material up to now)		
2/21	Chapter 7		
2/23	Chapter 7, 8		
2/28	Chapter 8		
<u>3/2: NO CLASS – Quiz 4 assigned and due 3/3</u>			
3/7	Chapter 9	Quiz 5 assigned and due 3/8	
3/9	Chapter 9, 10		2 nd draft BMG due 3/12
<u>3/14, 3/16: NO CLASS due to Spring Break</u>			
3/21	Chapter 10	Quiz 6 assigned and due 3/22	
3/21: Midterm grades submitted			
3/23	Chapter 11		
3/27: Last day to withdraw with a “W”			
3/28	Chapter 12	Quiz 7 assigned and due 3/29	
3/30	Exam 2 (all material since Exam 1)		
4/4	Chapter 13		Final draft BMG due 4/5
4/6	Lessons Learned “Pitch”		
<u>4/11 NO CLASS due to Founder’s Day – Quiz 8 assigned and due 4/12</u>			
4/13	Same		
4/18	Same		
4/20	Same		
4/25	Same		
<u>4/27 NO CLASS – Use class time to prepare for final exam</u>			
5/2	Final Class (Review)		
<u>COMPREHENSIVE FINAL EXAM DURING THE WEEK OF MAY 8-12 (TBA)</u>			

Rubric for Stages 1-4 of BMC

Criterion	Performance	Grade Ranges
I. Stages 1-4		
Creativity/competitive edge <ul style="list-style-type: none"> Innovative idea? Clear competitive edge? Clear business thesis and value proposition? 	Excellent <ol style="list-style-type: none"> Clear and creative competitive edge and VP (e.g. informed by existing niche in the market) Well developed BMC with sound rationale and starting points for the business thesis, revenues/costs, and other components of BMC (e.g. based on logical reasoning, documented references/data/market analysis) Clear MVP that goes beyond a simple, verbal description (e.g. physical prototype, beta version of a functioning app or website) Professional writing across the board (e.g. no use of terms such as “don’t”, “can’t”, ‘loose opinions’) Submitted material meets all formatting requirements as stated on the syllabus 	95-100
Business Model Canvas (BMC) & Customer Discovery (CD) <ul style="list-style-type: none"> Is the BMC informed by CD process? Have there been pivots and if so, were those informed by the CD process? Are components of the BMC (in particular revenues and costs) reasonable? 		
Minimum viable product <ul style="list-style-type: none"> Did the presenter bring some type of sample or prototype to help investors visualize? In absence thereof, did the presenter give a good sense of what the product or service will be? 	Very Good <ul style="list-style-type: none"> Meets all of the above specifications except for components 4 or 5 	90-94
	Good <ul style="list-style-type: none"> Meets 3 out of 5 specifications 	85-89
	Fair <ul style="list-style-type: none"> Meets 2 out of 5 specifications 	75-84
	Poor <ul style="list-style-type: none"> Meets 0-1 of 5 specifications 	<75
II. Stage 4 only		
Appearance & presentation skills <ul style="list-style-type: none"> Professional attire? Good eye contact during pitch? Confident appearance? 	Excellent <ul style="list-style-type: none"> See requirements in I. In addition: the student (a) is professionally dressed, (b) makes good eye contact, and (c) is mindful of the time and audience interaction while presenting. 	Same ranges as in I.
Time management <ul style="list-style-type: none"> Sufficient time explaining concept? Able to pivot based on questions? Did not rush through questions? 		
	Very Good <ul style="list-style-type: none"> See requirements in I. In addition: (a) and (c) are met. 	
	Good <ul style="list-style-type: none"> See requirements in I. In addition: (c) is met. 	
	Fair <ul style="list-style-type: none"> See requirements in I. In addition: (a) or (b) are met. 	
	Poor <ul style="list-style-type: none"> See requirements in I. In addition: None of (a), (b), or (c) are met. 	