



**National Research University Higher School of Economics**

**HSE-NES Joint Undergraduate Program**

**Introduction to Management**

**Fall Semester 2016**

**Room: TBD**

**Time: TBD**

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Recommended section of UMS

Approved at the meeting of the department

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Chairman

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Head. Department of

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Approved by the Faculty of

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Scientific Secretary

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2015

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## I. Course Summary

This course is an elective introductory course in management, designed to familiarize undergraduate students with the general concepts and basic techniques of scientific research in the field of management. The students will become familiar with broad areas of management and develop the fundamental skills required to effectively manage self and others, develop strategy for companies and make them competitive globally.

## II. Course Description

This course is about management. Specifically, we will focus on certain management competencies and behaviors that lead to positive organizational outcomes. Several recent large-scale research efforts, by the Gallup Company and others, have been very useful in identifying what good managers do that others do not. That research reveals that the best managers generally do several things consistently better than their counterparts: (1) display interpersonal effectiveness (i.e., organization, time management, and persuasive communication); (2) select, motivate and coach top performers and teams; (3) create a culture of high expectations that rewards and celebrates success (i.e., leadership). It can (and often is) made a lot more complicated than that, but it need not be. The keys to good management are managing yourself effectively, picking good colleagues and coaching them well, motivating people to care and do their best, and creating a climate where people work together and win.

Managing companies involves understanding the concept of management strategy. Strategic Management is concerned with the pursuit of a successful long-term competitive position of an organization. Strategy defines a desired objective and communicates what will be done, by whom, how, for whom, and why the output is valuable. This section of the course aims to help you understand and apply key strategic management concepts and frameworks in the pursuit of sustainable competitive advantage. This course focuses on three key areas: strategic analysis, business and corporate strategy, and strategic implementation.

In addition, a good manager should have a good understanding of strategy and a good set of multicultural skills to be competitive globally. This part of the course concentrates directly on the management of multinational firms. As such, the students are placed in the role of the decision-makers responsible for solving the myriad of practical problems resulting from a globalized and highly interconnected business environment. In preparation for operating on the front lines of international business, the students will be responsible for acquiring a sharp understanding of a) the alternative strategies for a multinational firm to compete in the global market, b) how a multinational firm evaluates countries and how countries view the multinational firm, c) evaluating entry modes and managing collaborative strategies, d) structuring and controlling the multinational firm, e) global manufacturing and marketing strategies, f) multinational finance functions, and g) developing effective international human resource strategies. We will also discuss several ethical issues that multinational managers must face as they operate abroad.

It all sounds quite simple and our experience is that younger students therefore sometimes mistakenly view those competencies as “common sense,” or easy to master, or just part of one’s personality. That is nonsense. The reality is that good managers are the exception, not the rule, and nearly 60% of employees today report that they are dissatisfied with their current manager. Moreover, more promising business careers derail because of managerial deficiency than any other reason.

## III. Course Goals and Outcomes



At the conclusion of the course, students should be able to:

1. Apply the principles of social learning to increase self-awareness, acquire new skills and manage time and stress more effectively.
2. Construct a persuasive message to a targeted audience as well as actively listen to discover important information.
3. Define and resolve problems, and recognize the most common decision errors and make tough decisions in an ethically conscious and competent way.
4. Use an understanding of the factors that motivate performance and commitment to diagnose organizational situations and help create motivational contexts.
5. Select, evaluate, and coach others using the most evidence-based models for effective performance management.
6. Use the known principles of influence to get things done and build their own professional networks.
7. Lead others in a direction they would not otherwise go.
8. Help a team produce superior outcomes and overcome common dysfunctions like “groupthink,” social loafing, and free riders.
9. Diagnose and intervene in conflict situations in a productive way.
10. Work within a team to analyze real business problem(s) and make substantive recommendations for improvement.
11. Build expertise at spotting the internal and external factors that lead to a firm’s strategic choices
12. Become familiar with the tools managers use to develop and implement business/corporate strategies
13. Understand why some strategies fail, while others lead to long term success for a firm
14. Apply the knowledge you gain about business strategies to your own careers

#### IV. Students' Competencies to be Developed by the Course

##### The Course develops the following competencies

| Competencies  | NC/NRU-HSE Code | Descriptors - the learning outcomes (the indicators of achievement)  | Teaching forms and methods of that contribute to the development of a competence |
|---|-----------------|--|--|
| <b>Systemic Competencies</b>  |                 |  |  |
| 1. Ability to work with complex data and make appropriate inferences related to the task at hand. | CK-B2           | Correctly selects appropriate solution to a real-life management problem.  | Lectures, readings, in-class exercises, individual and group projects            |
| 2. Ability to translate conceptual thinking into written reports                                  | CK-B6           | Confidently uses available information to make appropriate inferences. Able to integrate information found from various sources and make clear, logical conclusions. | Lectures, readings, in-class exercises, individual and group projects            |
| 3. Ability to advance own   | CK-B3           | Masters managerial concepts  | Lectures; independent  |



| Competencies   | NC/NRU-HSE Code  | Descriptors - the learning outcomes (the indicators of achievement)  | Teaching forms and methods of that contribute to the development of a competence |
|--|------------------|--|--|
| <b>Systemic Competencies</b>   |                  |  |  |
| knowledge in the area of management  |                  | without direct supervision, and is capable of applying new knowledge to real-life cases                          | work.  |
| 4. Ability to reflect on learned materials   | CK-B1            | Processes learned information, and is capable of integrating learned material into a cohesive research toolchest | Lectures; independent work.  |
| <b>Instrumental Competencies</b>   |                  |  |  |
| 1. Ability to conduct written and oral communication in English to convey research ideas                                     | ИК-B2.1/2.1/2    | Concisely and precisely expresses research ideas in English in written and oral communication                    | Lectures, readings, in-class exercises, individual and group projects            |
| 2. Ability to conduct written and oral communication in Russian (state) language to convey professional and scientific ideas | ИК-B2.1/2._2.4.1 | Concisely and precisely expresses research ideas in Russian in written and oral communication                    | Lectures, readings, in-class exercises, individual and group projects            |
| 3. Ability to present and defend a scientific argument in front of a wide audience   | ИК-B2.5.2_3.1/2  | Effectively presents research ideas to peers, instructors, and general audience                                  | Lectures, readings, in-class exercises, individual and group                     |

## V. Format and Procedures

This course will emphasize advance preparation for each class period and will involve a high level of class participation. Often, experiential exercises and simulations will be used to illustrate key management concepts. In addition, specific readings and short video segments will be used to augment the lecture and to stimulate class discussion. Very little lecture time will be devoted to topics that the average student can readily comprehend on the basis of self-study. That is, VERY LITTLE time will be devoted to review of the textbook material. Since you've reached junior-level standing at a top 10 business school in the country, I expect you to be fully capable of reading the textbook on your own. Instead, class discussion will focus on those areas where comprehension is substantially enhanced by additional elaboration or illustration. The instructional approach will emphasize cooperative learning and will tend towards an environment in which students will feel comfortable sharing their interaction with, and learning of, the course materials.

### Teaching Format

This is an interactive, participatory course. The course will be run mainly as a combination of case discussions, small group discussions, with lecturing restricted to the more difficult materials and student questions. Discussion involving the whole class and/or small groups is a regular part of the course. In order to have good discussions of the course materials, students must come prepared for class. This means having read the assigned reading materials before class and coming prepared to discuss the readings and ask questions.



Powerpoint lectures for every week will be posted well in advance, and I suggest that you use them as a guide to prepare for the class. In most weeks, I will not go over the entire slide deck during the lecture. Keep it in mind, and review the deck before the class so you can ask questions about concepts that are not easily understood. Remember, the main purpose of the slide deck is to help your focus on what is important as you prepare for the lectures and tests, and NOT to be a lecture “crutch.”

### **Course progression**

The topics (lectures) are clearly listed at the end of the syllabus. Though each topic is stand-alone, it is advisable that you don't miss any lectures or assigned work, as topics build on each other to create a cohesive overview of the research and writing process. You will be advised in advance of any course flow changes.

### **Messages and Memos for Me**

If you have any messages or specific requests for me, please submit them by e-mail or in typed format. Ensure that your message includes your name, a complete description of your concern, and a recommendation for resolution.

### **Stay Informed about Class Schedules & Policies**

It is the student's responsibility to stay informed about class schedules and policies. The information you need is included on both the paper copy of the syllabus, and the online website pages. In addition, announcements will be made regularly in class and on website, and it is your responsibility to keep up with that information. If you are unclear about any policies or other information, please ask promptly. Don't wait and get an unpleasant surprise later.

### **Participation Ground Rules**

In an effort to provide a classroom environment as conducive to learning as possible, the following ground rules should be observed:

1. *Confidentiality.* Concepts and ideas can be taken from the class and discussed freely. However, personal stories or issues raised by individuals are to be kept confidential and as the property of the class.
2. *Respectful Listening.* When differing with another participant's point of view, listen first before raising questions. When another participant raises a point we disagree with or find offensive, it is important to remember that the human being behind that question or comment deserves respect. Please freely utilize the concepts we'll learn in the second week of class.
3. *Participation.* Participants who tend to be quieter are encouraged to contribute to enhancing the learning process by sharing their perspectives and experiences. Those who are aware they are prone to monopolizing discussions are encouraged to self-monitor their behavior and make room for quieter students.
4. *No Zaps.* In keeping with the notion of respectful listening, "putting-down" others in class is discouraged. "Zapping" another person often serves to discourage open and honest exchange of ideas among the whole group.

### **Tests**

There will be two mid-term tests and a final test (with emphasis on the third part of the course). Material for the tests will come from the following sources: 1) the text readings, 2) class lecture, 3) class discussion, including cases, 4) in-class videos, 5) in-class exercises, 6) team presentations, and 7)



handouts. Mid-term tests will not be comprehensive, and will cover the readings as outlined in the syllabus.

Tests are closed-book, and will have a variety of multiple-choice, fill-in-the-blank, True/False, and/or short essay questions. The dates of each test are clearly stated in the Course Schedule. Arrangements for missed tests will be made only under extraordinary circumstances. Final test date is set by the registrar's office and is outside of my control. Please see me well enough in advance if you anticipate that you need to make special arrangements for the final test date.

*Please note: regardless of the circumstances, if you take an test separately from other students in the class, your test version will be different.* Because it is nearly impossible to write tests that are identical in their levels of difficulty, your test may be more challenging than that of the rest of the class. Therefore, it is to your advantage not to miss any tests, and take them with the rest of the students.

On test days, please bring to class your ID card, eraser, pens, and pencils. Sample test questions will be posted at the course website. More information on the tests will be covered in class and via Announcements at the course website.

### **Chapter Quizzes**

In this class, you will have to provide feedback to your peers – for group presentations – on the material that we cover at the time. Because you can't give meaningful feedback unless you are familiar with the material, we will take quizzes *on every chapter*, and some non-chapter material that I deem to be the most important. The quizzes will be posted online, and are **due at midnight on Sunday** the week we cover the chapter. Quiz dates are clearly stated in the course schedule. To prepare for the quiz, you will need to read the chapter first, because only **one** submission per student is allowed.

Quizzes are designed to test *whether you've read* the chapter, not *how well* you understand the chapter. This means that I will test your *very basic* knowledge on the subject. If you follow my instructions for class preparation, you should have no problems whatsoever answering questions on these quizzes.

Quiz dates are clearly announced in the class schedule. You will have at least a week to complete each quiz, and the quiz will close right at midnight on the due date. **This means, if you do not submit the quiz by that time, you are not able to submit it later.** If you anticipate having to miss a quiz, please see me *in advance* for any make-up options. I will NOT make any make-up arrangements after the fact, except under extraordinary circumstances.

### **Group Topic Presentations**

At the beginning of the semester, I will assign students to groups. Each group will be given a topic to present (to the extent possible, I will try to accommodate your requests for specific topics). Your topic presentation will consist of two parts: an oral presentation to the class, and a written presentation of the topic that you will submit to me *in electronic form* (either by e-mail or via an online method) on the day of the presentation. Specific details of the oral presentation requirements will be provided to you on the second day of class, and in writing via the course web site.

Group presentations have several purposes: first, to give you a chance to work as a group on a project (polish your interpersonal and team-player skills); second, to give you a chance to present (polish your oral communication skills). The most important purpose, however, is to give you a chance to **research a topic** and find the material that is interesting and important, but **not covered in the text**. This last part



should not be too difficult: most textbooks barely scratch the surface of any topic, giving you just a brief introduction on the matter. I will augment the textbook materials with what I think is “important and interesting,” but you will play a part in your own learning by presenting to the class what YOU think is “important and interesting.” Please consult with me as much as necessary on the content of your presentation beforehand.

Written presentations must consist of three parts:

1. More elaborate, written version of the presentation that you make to the class (powerpoint slides DO NOT count towards your written component!). In fact, I encourage you to prepare the written component first, and then structure the PPT slides using it as a guide. The first week of class, I will provide you with Personality handout; please refer to it as an example of what I will be looking for in the document.
2. An alphabetical glossary of the terms relevant to the topic. At the bare minimum, all the chapter “key terms” should be covered. The more “terms” you manage to find and include in the glossary, the higher your grade on this assignment will be. Refer to the grading rubric for specific details.
3. 3-5 (or more – the more the better) multiple-choice questions related to the material you’ve covered. I may use some of your questions for quizzes or tests. Please note:
  - Make sure your questions are not so straightforward that they could be answered without attending your presentation (in other words, don’t bother writing a question of the “what is 2+2?” level of difficulty)
  - **DO NOT, under any circumstances, share the questions you write with your classmates who are not members of your group.** Doing so will constitute cheating. I will penalize YOU, not the rest of the class, if your questions get out, by removing ALL points you would have earned on part III of the assignment. Depending on the quality of your questions, I will use some or all of them for the tests.

At the end of the semester, I will combine all of the materials that you’ve submitted to me, bind them, and give each student in the class a copy. You will have your own “book” of our course’s “important and interesting” materials.

Grading rubric for this and all assignments will be posted to the course website. Please carefully examine what is required for oral presentation, so that you are not surprised with your evaluation later.

### Peer Presentation Evaluations

Numerous research studies have shown that peers are often as good, and often are better than instructors when evaluating their peers’ presentations. (You will have a chance to learn this first-hand by doing your first group assignment). My goal in this class is to give you as much feedback as possible on every aspect of your performance, including presentations. Therefore, I find it essential that you hear from your audience on your strengths and areas of improvement, and **anonymous** peer evaluations can serve as an excellent tool in achieving this goal. Below are a few notable points:

- You will complete evaluations of group presentations. I allow you to miss 3 presentation evaluations for any reason.
- Peer evaluations will consist of several grading questions on a scale of 1 to 10 that evaluate presenters’ style, ease, eye contact, and other aspects of presentation – NOT content (evaluating the content is my job). In addition, you will have room to leave comments for the presenters.
- You earn 10 points for each group evaluation. **Eight points on group presentation are earned if you circle your evaluations on the 10-point scale questions. Additional 2 points are earned if**



**you leave comments.** I do not restrict you to leaving both positive and negative comments, but I strongly encourage you to address both the strengths and the weaknesses of the presentation. In addition, it is very helpful when the comments are addressed to *each individual presenter*, so that the feedback is as meaningful as possible.

- Remember, be honest. Telling someone they've done a great job when, in fact, they haven't, will not help them learn. You want to improve and polish your presentation style, and so do your peers. This can only be accomplished if the feedback is honest, even if it is painful to hear.
- Also remember, be respectful. **I will not tolerate comments that are insulting, and in fact, such comments will earn you a grade of 0 for such evaluation.** Remember that it's not WHAT you say, but HOW you say it is that makes all the difference. A comment "you are an idiot" is insulting and uninformative, whereas the comment "you haven't read the textbook chapter carefully and provided very little new information beyond the chapter" provides a lot of information in a respectful manner.
- Almost all presentation – with very few exceptions – have some positive aspects to them. Do not be strictly negative. If someone has done a good job keeping eye contact, tell them – they may know it anyway, but hearing it from the audience only reinforces the hard-learned skill.
- Peer evaluations are ANONYMOUS to the presenters. That means that I will collect your evaluations, average your scores over the entire class, and then retype all the comments (and perhaps arrange them somehow so that comments from one evaluator are not all typed together). When the presenting group gets their feedback, they would have no way of knowing who said what.
- However, evaluations are NOT anonymous to me. You will put your name on each evaluation you complete, so that you can both get credit for your work, and have a "responsibility check" on your comments.
- I will provide you with an example evaluation form, so you know what to expect – both as a presenter and as an evaluator.

### **Group Member Evaluations**

On several assignments, you will be working as a group, and the grade earned will be the same for every member of the group. I expect each group member to contribute equally to every assignment, to deliver on promises made, show up on time to group meetings, etc. - in other words, be responsible. However, I realize that on some occasions, there are group members who contribute less than expected to the workload, leaving others to work overtime just to get the assignment completed. For the sake of distributive justice, which we will cover in detail some time during the semester (grades received should be grades earned), I will ask each of you to *honestly* and *objectively* evaluate performance of other members of your group. Peer evaluation of your contribution to the group will count for 10% of your participation and responsibility grade. This means that your peers can take you down ONE FULL LETTER GRADE, as 10% on participation and responsibility is exactly equal to 3.5% of your final grade.

Because your peers have so much power over your final grade, I want you to have a chance to address any deficiencies in your performance well in advance of the end of the semester. Based on my extensive management experience, most of the performance deficiencies are nothing more than miscommunications. Therefore, I will give you two chances to rate your peers and to be rated. The dates for the ratings are announced in the class schedule. First evaluation will be worth 30 points, second (after



you've had a chance to resolve your differences) – 70 points. I expect the final evaluation to be the most indicative of your performance in a group, since you'd have had a chance to adjust your behavior.

I will provide you with a form to fill out that you will return to me in a sealed envelope, and your evaluation of your peers will remain anonymous. You will be rated by at least four of your peers (depending on the group size), and I will take average of the scores, unless scoring differences are extreme. I don't expect this to happen, but if it does, I will ask you for clarification to ensure that your evaluation of your peers is as objective as possible, and the ultimate grades earned reflect the effort put forth by the student. I will also provide you with feedback given to you by your peers.

**Please note: to encourage honesty, the names of the feedback providers will NOT be revealed not only to you, but anyone else related to the class. I will retain all the forms, and in the case of a grade dispute, will provide them to the arbitration committee. In any event, YOU WILL NOT know who submitted which comment to you.** This also assures that your name will not be revealed to your peers also. Please be as honest as possible when completing these evaluations.

### **Experiential Exercises**

Most of the exercises will be assigned randomly throughout the semester. Most exercises will be completed during the lecture period; once in a while an exercise may be given as a take-home project. They may be individual as well as group assignments. Experiential exercises are designed to help you reflect on the newly learned material, and are not worth a whole lot in terms of points. Their value to your learning, however, is priceless, so treat them with the respect they deserve.

I realize that you have to be present in class to complete some of the exercises. Because life can get on the way for any of us, and there will be classes that you miss, I allow you to drop any two experiential exercises from your final grade.

### **Assessments**

There will be several assessments of you throughout the semester. They are designed to give you as much information as possible about your leadership abilities, personality preferences, and personal style. Hopefully, they will help you make better decisions about your career choices. For all assessments other than K-LEAD, you will earn full credit simply for submitting it as there are no right or wrong answers to those. **Please note: I will not be grading any of the assessments. Grading will be completed by you, your peers, trained professionals, or testing organizations.** I am telling you this in advance so that you do not attribute any of the assessment deficiencies to my personal bias. ☺ That would be simply impossible.

### **Copyright Notice**

All handouts in this course are copyrighted, including all materials delivered electronically. "Handouts" refers to all materials generated for this class, which include but are not limited to the syllabus, class notes, quizzes, tests, lab problems, in-class materials, review sheets, and additional problem sets. You have the right to download materials from the course website for your own use during this class; however, because these materials are copyrighted, you do not have the right to copy the handouts for other purposes unless the instructor expressly grants permission.

### **Class preparation**

Considering that class preparation is a personal matter and that there is no one formula, the following are some generally recommended guidelines for most cases:



1. Read the assigned material quickly, noting the major issues and a general sense of the layout. Read to get a sense of what the reading is about. Ask yourself how you can relate to the materials covered, and whether all the new terms make sense.
2. Reread the material carefully, annotating, highlighting and distinguishing important information, omissions, and questions raised by the reading.
3. Decide what the most important issues are. Write down questions you don't understand.
4. Discuss the reading with others, before class if possible, to test out your ideas and further your understanding of the issues.
5. Prepare notes to guide your class participation, including: answering assigned questions, summary of the main issue(s), further questions raised by the reading, assumptions made by the chapter, your personal experiences, and possible approaches or solutions to any problems assigned with the material.
6. Always do the assigned homework.

## VI. Assumptions

We expect you to have a solid command of both English and Russian languages, enough to read and comprehend academic literature and follow the writer's style. It will be very difficult to succeed in this class otherwise.

## VII. Course Requirements

### a. Class attendance and participation policy

#### Absences and Excuses

You are responsible for attending class. If you miss class, you are still responsible for everything covered in class, including announcements. Absences excuse you (the body) NOT ANY WORK THAT IS DUE, *even if excuse is documented*. Failure to turn in assignments on time will result in a loss of participation/responsibility points, and a zero on the assignment. Similarly, being absent does not excuse you from obtaining handouts and assignments that you may have missed. It is your responsibility to find out what you have missed and to make arrangements to obtain any handouts, assignments, etc. If you are going to be absent or late, then make sure you fax, e-mail, put on the course website, or have someone deliver your homework. All work is due before class begins. **Exception: religious observance absences as stated below.**

Having said that, this is a “no-fault” missed attendance class. I realize that there may be times when other, more pressing matters prevent you from being present during the lecture. I do not need to know what those matters are. You are responsible adults, and if you make a choice (or forced) to miss a class, it’s not anyone’s concern but yours. Therefore, I do allow you to miss a number of assignments by counting only top X scores towards your final grade. However, several items (such as tests and assessments) do not have that flexibility. If you have a documented excuse and miss any of the “unforgiving” assignments, I will remove the points for that assignment from your grade total, so that the documented absence does not adversely impact your grade.

*When will an excuse be counted as documented?* Documented excuses must include: your name, the date(s) of your absence, the reason for the absence, the (legible) name of the person authorizing the excuse, and his/her phone number for verification. If the excuse is for an illness, the date you are allowed to return to school should be included. If the excuse is for a death in the family, it must be a member of



the student's family, and a funeral program or a newspaper obituary can serve as documentation. The excuse must cover the date(s) of your absence. I reserve the right to check excuses for authenticity. Attempts to use forged or invalid excuses will be treated as a case of scholastic dishonesty (See Academic Honesty, below). Please provide documentation of any excused absences **within a week** of returning to class. Please do not wait until the end of the semester to do so; I will reserve the right to refuse any documented excuses submitted to me outside the one-week window.

*Why should you bother to attend every class?* I will reward extraordinary attendance with 10% bonus in participation and responsibility category. I do not take the roll, but I will count the students who have not missed *any* assignments as having extraordinary attendance. In addition, most of the learning in this class is done IN CLASS. You can't learn if you are not there.

**Make-up policy:** Make-ups will be allowed only under extreme circumstances. Exception: religious observances absences as stated below.

**Religious Observance:** In keeping with university policy, accommodations will be made for observance of religious holidays. I require that you request accommodations in advance by sending the request to me in writing. Requests for accommodations must be submitted to me no later than Monday of the 3<sup>rd</sup> week of classes at class time.

### **Class preparation**

Considering that class preparation is a personal matter and that there is no one formula, the following are some generally recommended guidelines for most cases:

1. Read the assigned material quickly, noting the major issues and a general sense of the layout.  
Read to get a sense of what the reading is about. Ask yourself how you can relate to the materials covered, and whether all the new terms make sense.
2. Reread the material carefully, annotating, highlighting and distinguishing important information, omissions, and questions raised by the reading.
3. Decide what the most important issues are. Write down questions you don't understand.
4. Discuss the reading with others, before class if possible, to test out your ideas and further your understanding of the issues.
5. Prepare notes to guide your class participation, including: answering assigned questions, summary of the main issue(s), further questions raised by the reading, assumptions made by the chapter, your personal experiences, and possible approaches or solutions to any problems assigned with the material.
6. Always do the assigned homework.

### **Groups**

At the beginning of the semester, you will be arranged into groups of 3-4 people (depending on the number of students in a class). Arrangements will not be random. On the first day of class, I will ask you to fill out a personality profile that will help you learn more about your working style and help me put you in a group that will be the most beneficial to your learning. You will stay in these groups for the duration of the semester, and will be jointly responsible for several assignments. It is possible that some of you will end up in a group with people you don't know, don't like from previous classes, or don't get along with; prepare to deal with it. Changes to the groups will be made only *under extreme circumstances*.



Remember, my goal is to not only teach you the basics of management, but help you learn business “survival” skills. When you are hired fresh out of college – soon, for many of you - you may end up with people you don’t know, don’t like, and don’t get along with. Yet, you will be expected to work with these people and make a meaningful contribution to your organization. I am giving you an excellent opportunity to make adjustments to your attitude and learn to deal with “difficult” people, remembering, at the same time, that each one of us can be “difficult” under the right circumstances.

**b. Course readings:**

Please note: whenever possible without violating copyright restrictions, reading materials will be provided in printed or electronic format. There is no textbook for the course; all literature required for reading is provided in the course schedule with assignments for every lecture.

**c. Course assignments and projects:**

| Course Element   | Points     | % Towards Final Grade  |
|--|------------|------------------------|
| Course Tests   | <b>500</b> | <b>50%</b>             |
| <i>Mid-term tests (2 x 200 points each)</i>                          | 400        |                        |
| <i>Final Test</i>  | 100        |                        |
| Participation and responsibility grade                               |            | <b>35%</b>             |
| <i>Quizzes (13 x 10 points each)</i>                                 | 130        |                        |
| <i>Group presentation evaluations (5 out of 7, x 10 points each)</i> | 50         |                        |
| <i>Experiential exercises (18 out of 20 or so x 10 points each)</i>  | 180        |                        |
| <i>Group Assignments (3 x 50 points each )</i>                       | 150        |                        |
| <i>Group member evaluations (2 x 50 points)</i>                      | 100        |                        |
| <i>Peer assessment of your contribution to the team</i>              | 100        |                        |
| Group presentation on a topic  | <b>100</b> | <b>15%</b>             |
| <i>Instructor evaluation of the presentation</i>                     | 40         |                        |
| <i>Peer evaluation of the presentation</i>                           | 10         |                        |
| <i>Instructor evaluation of the written portion</i>                  | 50         |                        |
| Extra credit   | Varies     | 1% for every 20 points |
| Total  |            | 100%                   |

**VIII. Grading Procedures**

**Please note:** not all points are weighted equally towards the final grade. Group presentation, for example, is only worth 100 points for the sake of grading convenience, but its points weigh almost as much as points for the final test. It would be a mistake to think about your assignments



in terms of points only; please check to see the percentage of grade the assignment is worth in order to accurately gauge the effort you need to put into it. If you have questions about grade calculations, feel free to talk to me.

## **IX. Academic Integrity:**

- a. Each student in this course is expected to abide by the Higher School of Economics' Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. As this course requires lots of writing, it is **mandatory** that no part of your work be copied from other sources without being taken in quotes and properly documented. Documentation of the cited literature is an essential skill learned in this course.
- b. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.
- c. During testing, you must do your own work. Talking or discussion is not permitted during the tests, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the testing will result in failure of the test, and may lead to failure of the course and University disciplinary action.

## **X. Accommodations for Students with Disabilities**

The Higher School of Economics is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodation

## **XI. Course Schedule**

The topics to be covered in course, with assigned readings and corresponding assignments, are listed in a separate document. The dates are not fixed, but it is expected that we will be moving at the rate of a topic (or one part for two-part sequences) per week. In the event that we are progressing faster or slower, you will be notified of all the changes in advance.

Therefore, *Course Schedule is subject to change with notice.*