Management
Seminar Week 2

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Game. Rivalry

Introduction:

The ship was in distress, and only four people managed to escape on the boat. There is the boundless ocean around you. Dinner time has come, in the fresh air you are very hungry and decide which of the four to eat. If no one is eaten, everyone is considered starved to death.

Name of Student 1	Name of Student 2	Name of Student 3	Name of Student 4
Signature of Student 2	Signature of Student 1	Signature of Student 1	Signature of Student 1
Signature of Student 3	Signature of Student 3	Signature of Student 2	Signature of Student 2
Signature of Student 4	Signature of Student 4	Signature of Student 4	Signature of Student 3

You have 4 mins to collect all 3 signatures under somebody's name. This student will receive 0 and other students will receive 1.
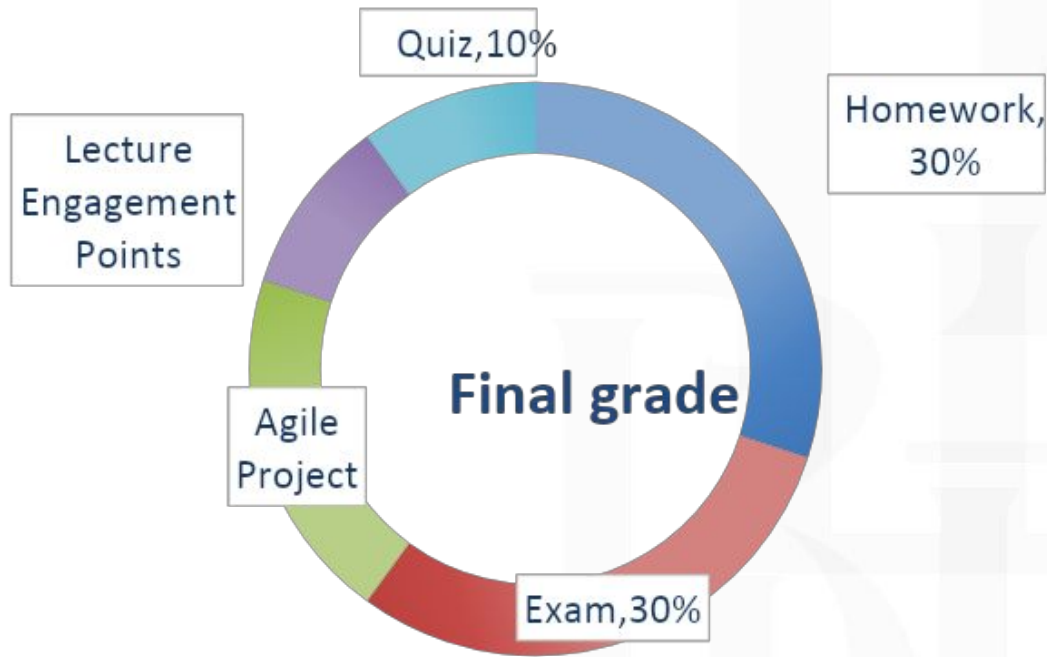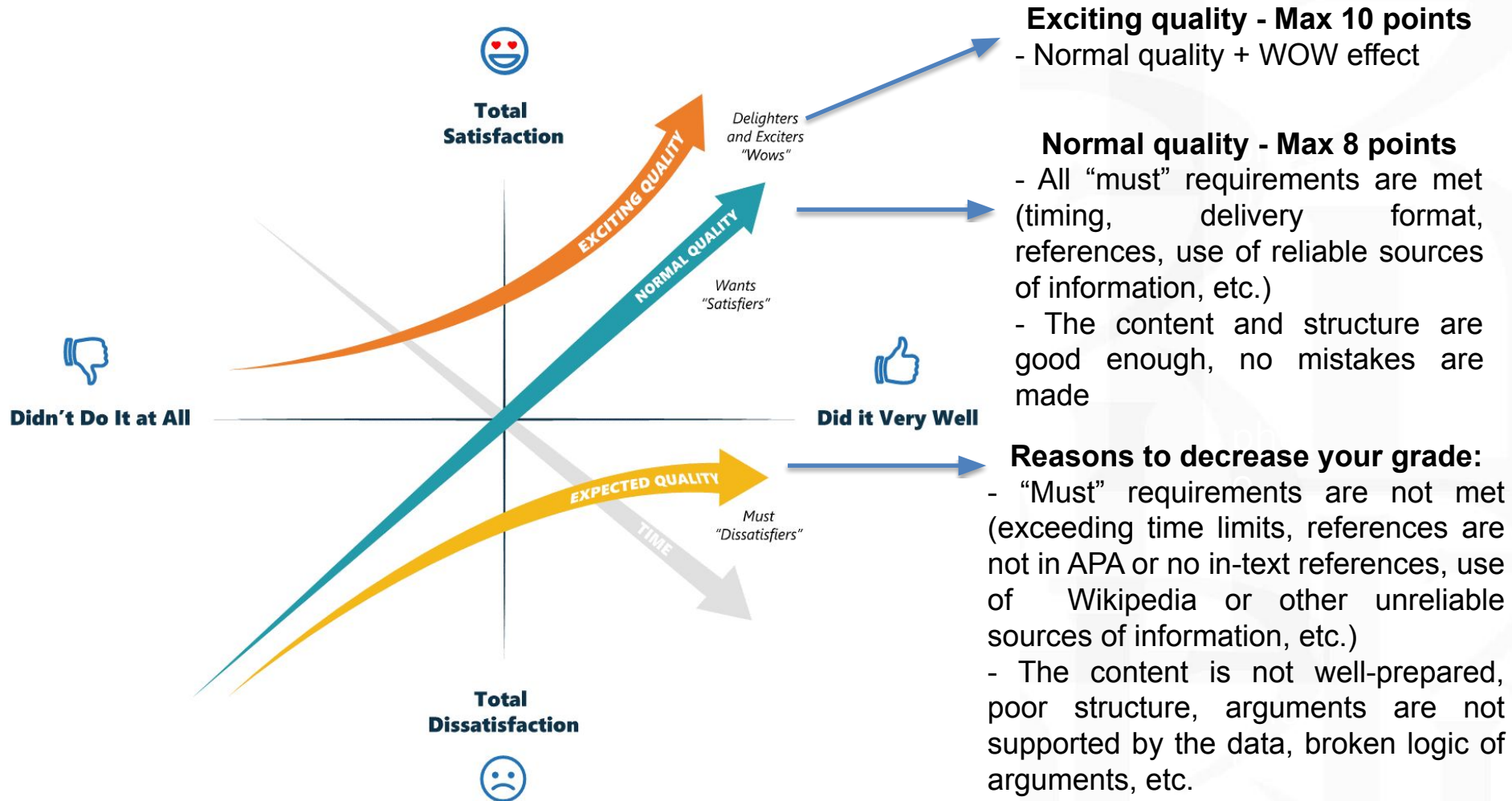
Do you have any questions about the syllabus?
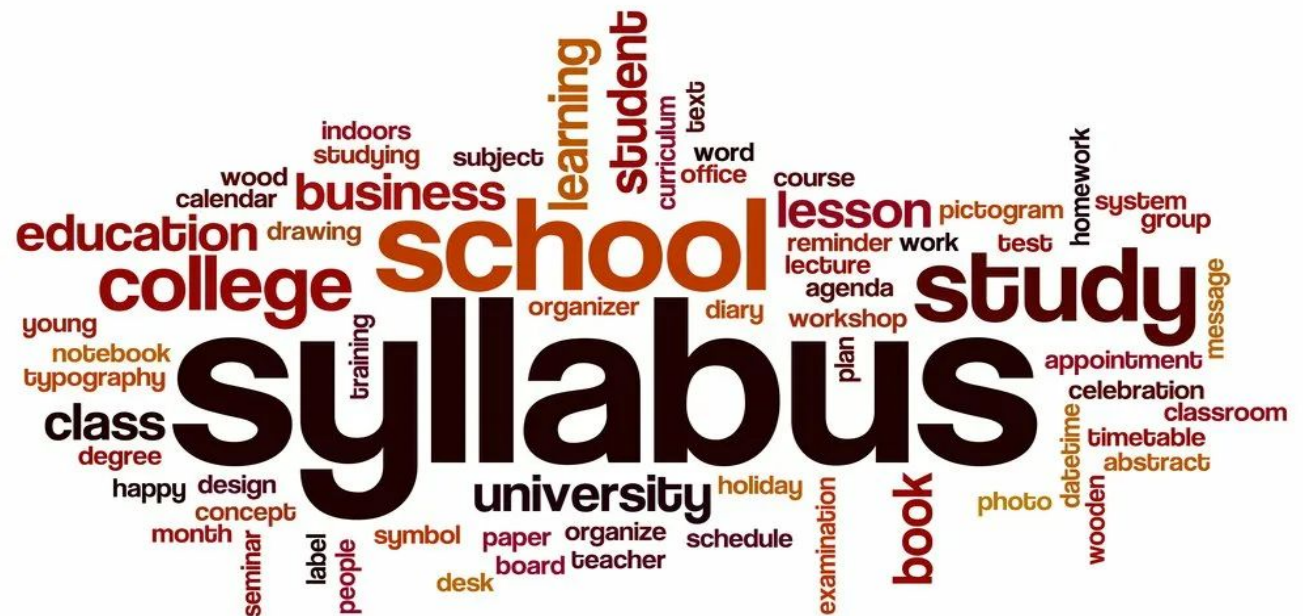
№	Topic / Unit
1	The nature and functions of management
2	Development of management thought
3	Planning and strategic management
4	Organization, structure, and culture
5	Managing individuals and teams
6	Leadership
7	Managing communication, motivation, conflict, and change

$$0.3_{Homework} + 0.2_{AgileProject} + 0.1_{LEPs} + 0.1_{Quiz} + 0.3_{Exam}$$

Exciting quality - Max 10 points
- Normal quality + WOW effect

Normal quality - Max 8 points
- All "must" requirements are met (timing, delivery format, references, use of reliable sources of information, etc.)
- The content and structure are good enough, no mistakes are made

Reasons to decrease your grade:
- "Must" requirements are not met (exceeding time limits, references are not in APA or no in-text references, use of Wikipedia or other unreliable sources of information, etc.)
- The content is not well-prepared, poor structure, arguments are not supported by the data, broken logic of arguments, etc.

These policies aim to increase effectiveness of commination between students and instructors:

✔ All written and oral communication related to this class must be done in English.

✔ All questions related to assignments or policies should be asked during seminars (i.e., not during breaks) so that other students could benefit from the instructor's explanations.

✔ All assignments are either presented in class or shared via a Call Google Form. No assignments should be sent directly to the instructor via email

✔ Students must use corporate student email for the communication with the course instructors.

These policies are created to foster teamwork and provide students many opportunities to lead a team and to be a team member:

✔ Students are working in teams to complete all homework assignments, seminar activities, and the Agile Project.

✔ Students stay in the same team for the course duration.

✔ Teams change leaders each week to complete homework assignments and seminar activities.

✔ Teams choose one member to lead on the Agile Project (i.e., while this person leads on the project for several weeks, others rotate weekly lead on homework assignments and seminar activities).

✔ Each week each team member completes the online Weekly Peer Evaluation form.

Teamwork policies

✔ Teams must document the leader rotation, and this information must be available to the instructor upon request.

✔ Teams delegate no more than two team members to present their work

✔ Teams change presenters regularly to present homework assignments and seminar activities.

✔ Presenters should not use cell phones, printed notes, or other tools to read the presentation script during presentations.

✔ During seminars, team members are encouraged to sit together.

✔ Teams must study the course syllabus to clarify any issues about the course content, structure, and requirements within the first week of classes.

Pay attention to

- **Team membership:** no options of changing your team
- **Leader rotation:** new week – new leader, but one leader for the 4-week Agile Project
- **Weekly Peer Evaluation Form**: your final grade for the HWs can get 1-point lower or higher based on the average evaluations within your team
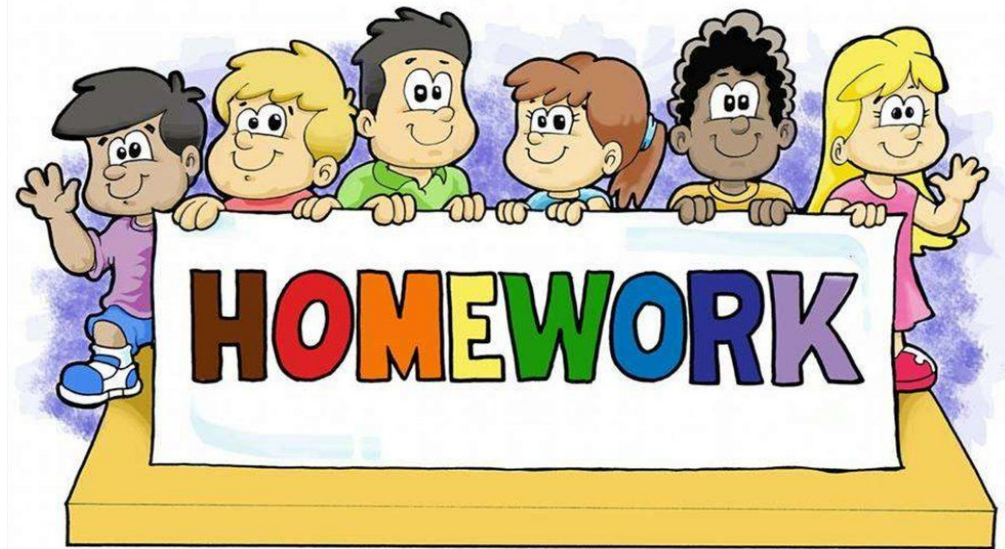 https://docs.google.com/forms/d/e/1FAIpQLSeQvl-D68YnmIGFoX2LK9SdL-4m106D_r7pWI9QSt6d W6XfLg/viewform

Do you have any questions about the syllabus?

1. Time limit: 7 minutes

2. Prepare your questions for the discussion

Check a memo with the guidelines of how to format APA-style both in-text references and references in the list of them.

Daft, R. L. (2009). *Management*. Boston, MA: Cengage Learning.
Brubaker, D., Noble, C., Fincher, R., Park, S. K.-Y., & Press, S. (2014). Conflict resolution in the workplace: What will the future bring? *Conflict Resolution Quarterly*, 31(4), 357-386.

 Check the APA-style formatting to your presentation

✔ Example of decision making by one top manager and one situation that illustrates his/her decision-making style.

✔ You should focus on the process of decision-making instead of the decisions themselves.

Issues to be covered, including:

✔ What is the setting (e.g., company characteristics or external challenges)?
✔ What was the problem?
✔ What was the degree of certainty or uncertainty?
✔ What steps in the decision-making process did the top manager take?
✔ What difficulties did the top manager have in the decision-making process?
✔ What was the decision?
✔ What is the decision-making style of the top manager?

Assessment Criteria

Grades	Assessment Criteria
«Excellent» (9-10)	The presentation exceeds expectations, in addition to demonstrating completion of all tasks, formats, and timeframes required by the assignment. The presentation stands out by providing unique insights, challenging common approaches, or provoking a discussion. Clearly, the presenters made an extra effort to demonstrate their knowledge of the subject matter and "WOW" the audience (peers and/or instructor).
«Excellent» (8)	A well-structured, analytical presentation of homework that shows strong evidence and broad background knowledge. The presentation demonstrates completion of all tasks required by the assignment. The presentation meets the time and format requirements of the assignment. The presenters are confident and do not use cell phones or handwritten notes to advance their presentation. The presenters can provide answers to follow-up questions and generate class discussion. However, it is not clear if the presenters made an extra effort to demonstrate their knowledge of the subject matter; the presentation did not "WOW" the audience (peers and/or instructor).
«Good» (6-7)	The presentation is organized to some extent, showing evidence of critical thinking and an overall knowledge of the topic. The presenters highlight some key points and respond to some follow up questions. The presentation meets most requirements of the assignment, but does not stand out or provoke questions and discussion. In group presentations, there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed. However, some key points are missing; cause and effect relationships are weakly established; examples and other supporting evidence is partial or lacking. The audience has to ask questions to clarify some points. Overall, the presentation is characterized as good, but not great.
«Satisfactory» (4-5)	The presentation takes a very basic approach to the topic, using broadly relevant material but lacking focus. The presentation is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, not all members could answer follow up questions or participate in class discussion. The presentation misses many requirements of the assignment. Overall, the presentation is characterized as satisfactory, but not good.
«Fail» (0-3)	Fails to demonstrate any relevant knowledge.

In teams, remember all the definitions from chapters 1, 8.

2 options for using cards with definitions:

 write a story with cards,

 explain the meaning of the term without naming it so that other team members can guess it

According the textbook: Daft, R. L. (2010). *Management (9th ed.).* Boston, MA: Cengage Learning (Chapters 1, 8)

Discussion of chapters and your Personal Decision Style:
"Management Aptitude Questionnaire" (p. 25)
"What's Your Personal Decision Style?" (p. 232)
"Can Management Afford to Look the Other Way?" (p. 26)

		Values	
		Task/Technical oriented	People/Social oriented
Cognitive complexity	High (Tolerance with ambiguity)		
	Low (Need for structure)		

Divide decision-making styles into the categories:

- Analytical
- Behavioral
- Conceptual
- Directive

Example 1:

Company stockholders have voted to expand their 401(k) option to all current employees and new employees after they complete a 90-day trial period. The CEO must now decide if the company will provide matching funds for employees who give to their 401(k) fund.

She thinks about how this might help to attract top talent for their team.

The CEO looks at the budget projections she has just prepared and thinks about how funds that are allocated for another project could be used to match employee contributions. She decides that employees who contribute to their funds will be matched 4% by the company.

Example 2:

The marketing team of a sports broadcasting company is tasked to identify how they can reach a wider audience with their current ad campaign.

The marketing manager asks each team leader to submit a report from their portion of the campaign including the numbers of each audience demographic. They read each report then meet with the team leads.

After the meeting, the marketing manager decides to purchase more add space on social media websites for the next 30 days.

Example 3:

As HR manager, Kate has been asked to decide which week employees should get as a bonus paid vacation days before the end of the year. She sends out an email survey to see how employees feel about three possible dates. After she reads the survey responses, she asks her coworkers for input over a lunch break. Later in the afternoon, she walks through the office chatting with several more employees.

When she decides which week the majority of coworkers want, she talks to several employees who will not get the choice they hoped for, making sure they're feeling alright about the decision. At the end of the day, she notifies the management and the employees which week will be a bonus paid vacation time.

Example 4:

Joe's startup retail company is performing well during their first year.
He thinks about how the company can open stores nationwide in the next five years. When a new shopping development begins construction in a nearby big city, he decides to open a new store branch at the site.
Although it's a risk to open this new store, Joe is confident his team will be successful, and this will help launch their brand nationally.

		Task/Technical oriented	People/Social oriented
Cognitive complexity	*High (Tolerance with ambiguity)*	**Analytical** Enjoys solving problems/ puzzles Uses considerable data Undertakes careful analysis **1**	**Conceptual** Creative and humanistic Broad and long-term focus Seeks independence **3**
	Low (Need for structure)	**Directive** Assertive and autocratic Acts rapidly Uses rules and intuition 2	**Behavioral** Supportive and emphatic Prefers communication/ discussion Uses intuition rather than data 4

(Header: *Values*)

Ethics is something that any organization would say is important.

Reasons why industry players need to know about these conflicts:

- It Helps Maintain Good Business Practice
- It Is One of the keys to Creating Strong, Well-run Organizations
- It Is Good for Both Sales and Reputation
- Corporate ethics
- It Helps Prevent Committing
- It Guides Leaders in Resolving Present Ethical Conflicts

Ethical dilemmas exist in different forms at different organizational levels.

Examples of Ethical Dilemmas in Business:

1. Unsafe Working Environments
2. Discrimination
3. Falsification
4. Espionage
5. Nondisclosure
6. Breaches in Privacy
7. Improper Use of Social Media
8. Bad Accounting Practices
9. Corporate Research Violations

What Would You Do?

1. Ignore the problem. Jacobs' contributions to new product development are too valuable to risk losing him, and the problems over the past ten years have always worked themselves out anyway. No sense starting something that could make you look bad.

2. Launch a full-scale investigation of employee complaints about Jacobs, and make Jacobs aware that the documented history over the past ten years has put him on thin ice.

3. Meet with Jacobs and the employee to try to resolve the current issue, then start working with Sally Barton and other senior managers to develop stronger policies regarding sexual harassment and treatment of employees, including clear-cut procedures for handling complaints.

Assume you are a project manager at a biotechnology company, working with managers from research, production, and marketing on a major product modification. You notice that every memo you receive from the marketing manager has been copied to senior management. At every company function, she spends time talking to the big shots. You are also aware that sometimes when you and the other project members are slaving away over the project, she is playing golf with senior managers.
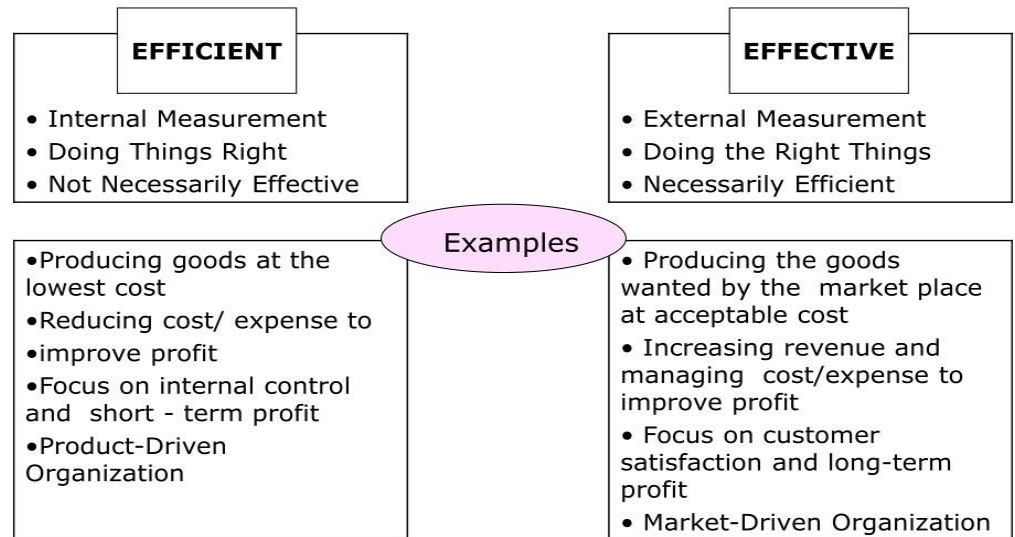
Questions:
1. What is your evaluation of her behavior?
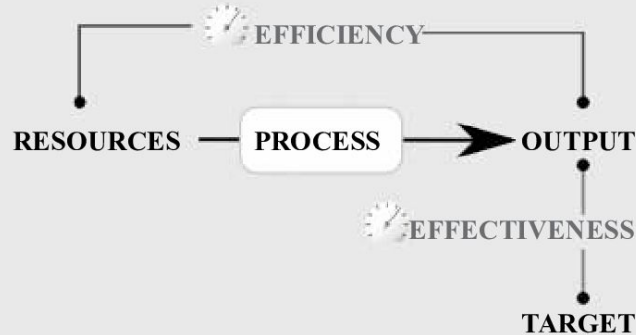2. As project manager, what do you do?

Is efficiency or effectiveness more important to organizational performance?

Can managers improve both simultaneously?

EFFICIENT VS. EFFECTIVE

EFFICIENT	EFFECTIVE
• Internal Measurement • Doing Things Right • Not Necessarily Effective	• External Measurement • Doing the Right Things • Necessarily Efficient

Examples

•Producing goods at the lowest cost •Reducing cost/ expense to •improve profit •Focus on internal control and short - term profit •Product-Driven Organization	• Producing the goods wanted by the market place at acceptable cost • Increasing revenue and managing cost/expense to improve profit • Focus on customer satisfaction and long-term profit • Market-Driven Organization

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RESOURCES — PROCESS → OUTPUT
EFFICIENCY
EFFECTIVENESS
TARGET

Efficiency refers to the ability to produce maximum output from the given input with the least waste of time, effort, money, energy and raw materials.

Effectiveness refers to the extent to which something has been done, to achieve the targeted outcome. It means the degree of closeness of the achieved objective with the predetermined goal to examine the potency of the whole entity

BASIS FOR COMPARISON	EFFICIENCY	EFFECTIVENESS
Meaning	The virtue of being efficient is known as efficiency.	The magnitude of nearness of the actual result with the intended result, is known as effectiveness.
What is it?	Work is to be done in a correct manner.	Doing accurate work.
Emphasis on	Inputs and Outputs	Means and Ends
Time Horizon	Short Run	Long Run
Approach	Introverted	Extroverted
Ascertainment	Strategy Implementation	Strategy Formulation
Orientation	Operations	Strategies

Revenue vs. Costs and Effectiveness vs. Efficiency
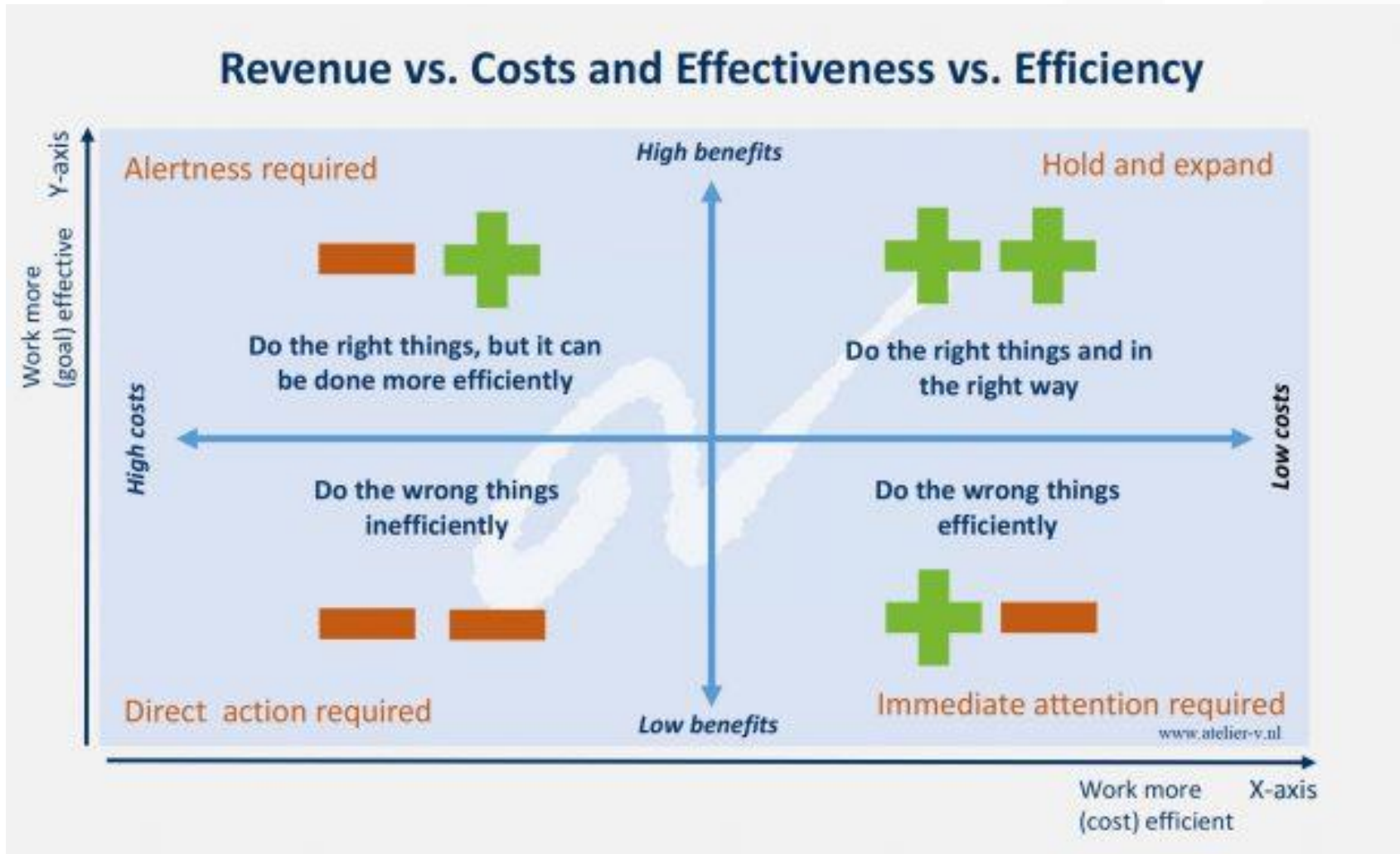
Analyze three decisions you made over the past six months.
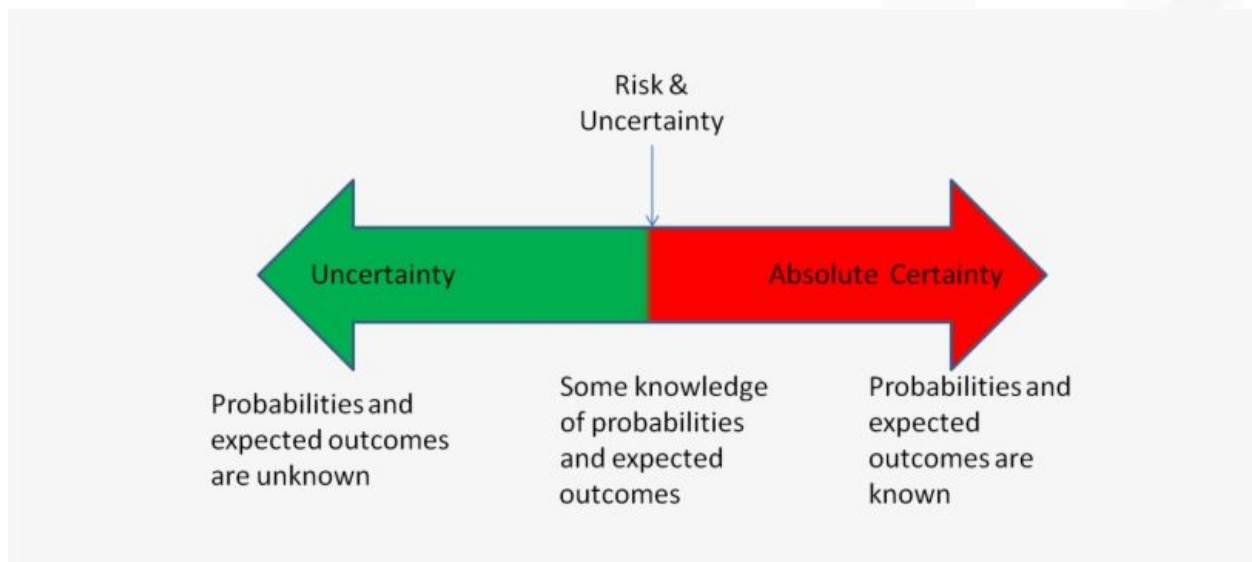
1. Which of these were programmed and which were nonprogrammed?

2. Which model—the classical, administrative, or political—best describes the approach you took to make each decision?

Explain the difference between risk and ambiguity.

How might decision making differ for a risky versus an "ambiguous" situation?
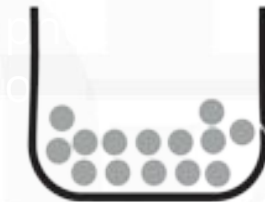
Certainty: goals are defined, information about alternatives is fully available -> outcomes and probabilities are known
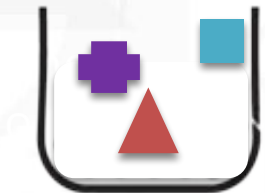
Risk: goals are defined, good information about alternatives is available -> outcomes and probabilities are known

Uncertainty: goals are defined, information about alternatives is incomplete -> outcomes and probabilities are unknown

Ambiguity: goals are unclear, no information about alternatives -> information about outcomes is unavailable

 See the uploaded file with homework description in SmartLMS

 Start working on Agile Project

Due - next seminar

1. <u>Readings:</u> Read Chapter 2 in the textbook.

In your teams

- Answer questions at the end of the chapter.
- Discuss Ethical Dilemma "The Supervisor" (pp. 53-54) and prepare to explain your point of view.

Individually, complete "Are you a new-style or an old-style manager" on page 33 and answer questions: Where do you fit on the X–Y scale? Does your score reflect your perception of yourself as a current or future manager?

How to give and receive feedback:

- In your teams, explore the web and relevant literature to learn more about effective practices for providing and receiving feedback.
- Create a document that contains useful phrases, words, or other tips that members of your team could use in this and other classes to provide and receive feedback.
- Share this document with all team members and make it easily available for class discussions.

In your teams read the case

✔ Identify one management approach/theory (Chapter 2) that you believe can explain the situation and examine the situation through the lens of this approach/theory

✔ Use information from the case to support your explanation.

✔ Offer a solution from the standpoint of the chosen concept/approach/theory.

✔ Prepare a poster and be ready to present the results of your analysis and your solution. Your presentation should be limited to 5 minutes. Sources must be cited in APA.

✔ Upload your poster to the class form
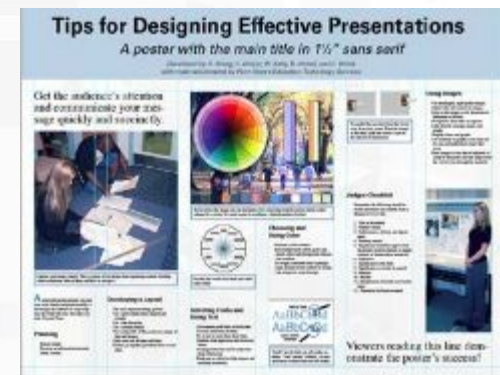
- **Name:** «Managing Organizational Change»
- **Goals:** - to investigate how companies manage change and innovation during the period of sanctions

    - to acquire experience working in an agile team.

- **Targeted company:** should meet the criteria of SMEs
- **Project grade:**

    Presentation of the preliminary results - 20%

    Presentation of the final results - 50%

    Report - 30%

- The usage of Kaiten is compulsory! Check whether you have filled out the column with emails. You will get an invitation to use Kaiten.

Focus: A specific change or innovation during the period of sanctions in the studied company.

Time Frame:

✔ 28 days from the project beginning to the project end.

✔ The project is divided into two 14-days sprints.

✔ After the end of each sprint, students have to present preliminary and final project results, respectively.

✔ Students are expected to start working on the project from the week 2 of the course.

- choose a company and explore changes made or innovations implemented during the period of sanctions.
- research the changes/innovations using primary and secondary data to describe the process
- focus on one change/innovation or on one aspect or drawback of a change/innovation implementation and explore and criticize it in-depth
- provide recommendations for its improvement and further development
- use Kaiten as their primary online platform for team collaboration

Agile team outcomes are measured along two primary dimensions:
- quality of the outcome,
- speed (or degree of completion).

The final grade rounding will follow the rounding approach described in the syllabus.

- Students have to stay in their permanent teams and cannot switch teams;
- There has to be a team leader in each team;
- The team leader has to stay with the team till the project is complete;
- A team leader is selected by his/her own volition or the team members' vote;
- The usage of Kaiten to complete the project is mandatory. If the platform is not used at all or if it is used superficially during the project completion, the final grade for the project will be cut down by 20%;
- Only the team leader should contact the Product Owner or Client for questions;
- The primary communication channel with the Product Owner is Kaiten. The primary communication channel with the Client is corporate email.

A Client is a person who recruits the team's services to carry out the project and providing results. The seminar instructors are the Clients.

A Product Owner is a person who represents the Client and translates the project's goal and prospective results into actual tasks and activities. The course teaching assistants are the Product Owners.
Their responsibilities include:
•   Monitoring the teams' implementation of the tasks and activities during each 14-days sprint;
•   Answering any questions regarding the project content and organization during each 14-days sprint if asked

A team is a group of people responsible for the project implementation.

A team leader is a student who voluntarily chooses to become a project facilitator, coach, and coordinator in addition to his/her responsibilities as a team member.

Each team member, including the team leader, performs at least one (but not more than two) primary role. One role could also be performed by 2 students.

These roles are:

✔ **Company liaison** networks with the company, creates interview protocols, conducts interviews, documents the results, communicates the results to the team.

✔ **Organizational change expert** leads in interpreting and critiquing organizational change/innovation chosen for the project by searching, identifying, and analyzing academic literature, sharing these sources with the team.

✔ **Industry expert** leads in interpreting and critiquing organizational change/innovation chosen for the project by searching and analyzing open-source data about the organization, industry, and competitors, sharing these sources with the team, suggesting main concepts, facts, cases.

✔ **Communications associate** is responsible for clarity, timeliness, and quality of team's communication related to the required project outcomes by compiling all documentation, ensuring the requirements are understood and met

- Using Kaiten during the project completion

- Contributing to the project success by sharing relevant information

- Performing the tasks assigned to the best of their ability

- Communicating with the team in a timely fashion

- Providing support to other team members

- Actively engaging in stand-ups – team meetings in person or online (via Zoom, MS Teams, VK, or any other platform) that occur 2-5 times each week.

☐　　Guiding the team on using agile methods and Kaiten to complete their tasks

☐　Initiating and moderating
- sprint planning meetings;
- stand-ups (2-5 meetings during each week)

☐　　Facilitating teamwork and solving any inter-team conflicts, providing advice

☐　　Taking into consideration issues that may occur during the project implementation and making decisions to address these issues

☐　　Contacting the Product Owners (teaching assistants) or the Clients (the seminar instructors) in case of any issues or questions

☐　　Performing other responsibilities assigned by the team.

Sprint 1 (first 14 days of the project starting from the week 2 seminars)

№	Task	Responsible party
1	**Access the team's Kaiten board** by following the link next to the team in the Excel table.	All team members
2	**Study the materials** in the list "About the project" (or in SmartLMS) **and explore Kaiten**.	All team members
3	**The team leader schedules and facilitates the sprint planning meeting** of Sprint 1, during which the team discusses the project assignment, divides tasks according to their roles and establishes the processes and schedules of the first Sprint.	All team members
4	**Read and discuss Chapter 10** in the course's textbook by Daft as a starting point of the project.	All team members
5	**Select a company to explore**: it could be in any industry and in any geographic location, preferably a small (from 16 to 100 employees) or medium (from 101 to 250 employees) one. The studied company has to have incorporated at least one significant innovation or made at least one notable change since the beginning of the sanctions (from Spring 2022). Students use their networking skills (e.g., their relatives, friends, friends of their relatives, and relatives of their friends) to identify potential insider(s) in the company.	All team members

Sprint 1 (first 14 days of the project starting from the week 2 seminars)

№	Task	Responsible party
6	**Study the chosen company**, explore all available materials about it (e.g., company's website, annual reports, investor presentations, articles, interviews with executives) to learn as much as possible about it and the changes/innovations in it.	Company liaison, with some input from Industry expert
7	**Study the literature**, explore the academic and non-academic papers about the changes/innovations in general and during the period of sanctions specifically to get the basic knowledge about the topic.	Organizational change expert and Industry expert
8	**Prepare the interview questions** about the company, its structure, goals, main processes, its problems due to the sanctions and actions (the changes/innovations) implemented.	Company liaison, with some input from Organizational change expert, Industry expert and Communications associate
9	**Conduct the interview** with an employee(s) of the company	Company liaison
10	**Draw an overall conclusion** about the role of the changes/innovations in the company during the sanctions.	Organizational change expert, Industry expert, Company liaison
11	**Summarize all information and develop a presentation**	Communications associate
12	During the Sprint, **the team leader has to schedule and facilitate 2-5 stand-ups every week**	All team members

The presentation has to include:
1. Company's description (e.g., industry, size, products/services, structure);
2. Data collection process (e.g., description of insider(s), interview questions, academic and non-academic papers);
3. Scope of the company's problems due to the period of sanctions;
4. Changes/innovations implemented to overcome these problems;
5. An overall conclusion about the role of the changes/innovations in the company during the sanctions.
6. Sources and references in the APA style.

Submission deadline: before the week 4 seminars by uploading the presentation to the class Google table
Presentation deadline: week 4 seminars (seminars 7-8 within the week of September 26 – October 2, 2022)

Time limit: 7 minutes   Format: PPT or similar format

Any questions?

Thank you
for your attention!