

ICCI Course Profile

Degree Program Name: Master of Management in Cultural and Creative Industry

Course Name: Management Practices in Cultural and Creative Industry

Course Code: JC26162

Course Credits: 1 credit

Course Category: Required Elective

Terms Offered: Fall Spring (2022/23)

Course Schedule:

Section	Days	Start time	End time	Location
A	Thursday	8:55 AM	10:45 AM	TBA

Instructor: Dr. Sunghan RYU

- E-mail: shryu@sjtu.edu.cn

- Office room/hours: A8-418, Walk-in or by appointment*

* I have an open door policy for all students. For quick questions, feel free to contact me any time; I will do my best to respond within 24 hours for most cases. If you would like to meet in person, do not hesitate to e-mail me to make an appointment.

Teaching Assistant: TBC

Course Description:

The primary objective of this course is to provide students with an opportunity to become familiar with the problem solving phases in real management practices, specifically in cultural and creative industries. Effort will be placed on developing proficiencies in a range of skills required to 1) solve management issues, 2) prepare materials for communication, and 3) deliver the materials in effective ways. Students will also have an opportunity for participating in a short-term case writing and analysis project arranged by instructor, which requires students to use the knowledge and tools acquired in the related courses (including this course) and apply them in the assigned case.

This course is designed for students with the following conditions:

- 1) Interested in working on issues that cover a broad range of business issues in CCI
- 2) Comfortable with data collection from different sources and data-based analyses
- 3) Enjoy problem solving and willing to invest the time to be prepared for class
- 4) (Optional) Seeking a career in management consulting, corporate strategy, or product management

Course Goals:

Upon completing the course, the student should be able to:

- 1) Explain the phases of logical thinking and problem solving in a management practice
- 2) Demonstrate integration of strategic analysis, strategy formulation and strategy implementation in an organization.
- 3) Apply the tools of strategic and competitive analysis by analyzing a firm's industry and strategy and developing recommendations
- 4) Synthesize the knowledge gained in a variety of different and related courses to provide a professional consulting advice to focal organizations to solve a business problem

Textbooks:

1. Required Readings

- 1) Course Material: Distributed online
- 2) Reading Packet: Distributed online (or printed and distributed offline)
 - ① McKinsey Special Collection: Business Strategy (Link: <https://mck.co/2UrC7W4>)
 - The Strategic Yardstick You Can't Afford to Ignore (Jan 2014)
 - Mastering the Building Blocks of Strategy (Oct 2013)
 - Have You Tested Your Strategy Lately? (Jan 2011)
 - ② Are You Solving the Right Problems, Harvard Business Review (Jan-Feb 2017) (Link: <https://hbr.org/2017/01/are-you-solving-the-right-problems>)
 - ③ Visualizations That Really Work, Harvard Business Review (Jun 2016) (Link: <https://hbr.org/2016/06/visualizations-that-really-work>)
 - ④ How to Make a Great Presentation, TED
(Link: https://www.ted.com/playlists/574/how_to_make_a_great_presentation)

2. Recommended Readings (Updating)

- Thinking Strategically, McKinsey Quarterly (Jun 2000) (Link: <https://mck.co/31r5Wrj>)
- Synthesis, Capabilities, and Overlooked Insights: Next frontiers for strategists, McKinsey Quarterly (Sep 2014) (Link: <https://mck.co/2UrouGj>)
- How to Master the Seven-Step Problem-Solving Process, McKinsey Podcast (Sep 2019) (Link: <https://mck.co/2v6cuPQ>)
- Want Better Strategies? Become a Bulletproof Problem Solver, McKinsey Podcast (Oct 2019) (Link: <https://mck.co/2GXNNYw>)
- Consulting Is More than Giving Advice, Harvard Business Review (Sep 1982) (Link: <https://hbr.org/1982/09/consulting-is-more-than-giving-advice>)
- Peter Block, Flawless Consulting: A Guide to Getting Your Expertise Used (3rd edition), Pfeiffer, 2011.
- HBR's 10 Must Reads: The Essentials. Harvard Business School Publishing, 2010.
- Bossidy, Larry & Charan, Ram, Execution: The Discipline of Getting Things Done. Crown Business Publishing, 2002.
- Ethan Rasiel and Paul Friga, The McKinsey Mind, McGraw-Hill, 2001.

- Scott Berinato, Good Charts: The HBR Guide to Making Smarter, More Persuasive Data Visualizations, Harvard Business Review Press, 2016.
- Chris Anderson, TED Talks: The Official TED Guide to Public Speaking, 2017.

Teaching Approaches:

This course consists of individual assignment, workshops, and group project, which all activities are interconnected under the “flipped learning” approach (**Appendix A**). Detailed information on each teaching approach is presented in the following sections.

1. Individual Assignment

Students are required to carefully read the assigned reading material for each class and prepare one-page review. The review includes a brief summary of the material and own ideas/opinions/reflections on them. Based on the review, students are expected to actively join in-class discussions and workshop activities.

2. In-class Workshop

In the workshops, instructor will guide interactive discussion sessions based on each assigned reading material, from small group discussions to group presentations and open discussions. After the discussion sessions, students will participate in workshop activities designed by lecturer, according to the phases of problem solving in management practices.

3. Group Project – Business Case Writing and Analysis (Appendix B)

Students will form groups of 3 to 4 people. The reason for the group nature of this class is multifaceted – Each group will be writing a business case focusing on a company during the first 6 weeks; writing business cases is best conducted through extensive data collection (e.g., web search, interviews, news scraping), discussion, debate, and knowledge sharing.

The group project will be a hand-on experience on identifying and addressing real-world problems with an existing business. This will include each group develops a 3,000- to 5,000-word case before the 6th Week.

After finishing the first phase, each group will be assigned to one of the other groups’ cases. Students are expected to analyze the cases based on the materials prepared by the other groups and prepare a 15-minute presentation with slides in the 8th Week (Final Week). In addition to the case analysis presentation, each group will give feedback on the assigned case regarding how to improve the cases.

Grading Policy:

As ICCI does not have a mandated curve or hard target for the distribution of grades for individual assignments or the course as a whole, students of this course should be given the grade they deserve based on their performance. Please refer to the following SJTU Graduate Grading Scale.

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
GPA	4.0	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.0	0
Percentage	95~100	90~94	85~89	82~84	78~81	75~77	71~74	67~70	63~66	60~62	<60

Evaluation items	Points	% of Grade
Group project – Case Writing	40	40.0%
Group project – Case Analysis	20	20.0%
Group project – Case Feedback	10	10.0%
Individual assignments	20	20.0%
Class participation	10	10.0%
Total	100	100.0%

※ **Academic Integrity:**

Business professionals must be trusted, because they may have access to a wide variety of confidential and private information. Everyone is expected to maintain the highest degree of ethical standards when taking exams or doing assignments. If you are involved in cheating or plagiarism on an exam, or assignment, you will LOSE WHOLE POINTS for the exam or assignment and be reported to an appropriate university committee or authority.

Assessment of Assignments:

1. Group Project Deliverables (70%)

The group project includes the following two elements:

1) Case Writing (Draft: 10% & Final: 30%)

Writing case is the most important component of the group project. Each case should contain the focal company’s overview, industry background, competitive landscapes, current situations (i.e., symptoms), and so on. The cases will describe the company’s story in detail and be heavily data driven. The cases is expected to be a professional piece of work, presented clearly and concisely, free of grammatical, spelling or syntax-related errors. Each group is expected to revise and resubmit the case after addressing feedback from the instructor and assigned group. The final version of case may be submitted to a case writing competition under the instructor’s supervision. Best cases can be adopted for the case study activity of <Management Essentials> course in the coming semesters. Written cases will be graded by both instructor (70%) and the assigned group (30%).

2) Case Analysis (20%) & Feedback (10%)

Each written case will be assigned to another group. The *student groups* are responsible for analyzing the cases according to the case instructions prepared by the case writing groups. Every group will prepare 15-minute presentations with slides based on the analysis in the 9th Week. All team members are expected to participate evenly in the presentation. Case reports and presentations will be graded by both instructor (70%) and the case writing group (30%).

In addition to the case presentation, *individual students* of each group will submit 1-page feedback for improving the assigned case. The feedback may be related to the scope and objective of the case, corrections of misinformation, missing data, grammatical error, typo, and so on. Feedback report will be solely graded by instructor.

2. One Page Review for Reading Material (20%) (Appendix D)

Students will be also graded on four one-page reviews (5% each) in total for the reading materials. This review is an opportunity to provide your own perspective on a reading material. It is also the only individual assignment during the term. Please ensure the review is original and brings in new insights to class.

3. Class Participation (10%)

In workshops and other activities, students are expected to actively engage in questions and answers. Regular class attendance is **REQUIRED** per university policy. If any students miss a class, it is their responsibility to obtain information from a fellow student.

Additional Policy:

- 1. Canvas, WeChat, and Email as official means of communication:** For effective communications, all students are expected to follow every updates in the course page at Canvas, the course WeChat group, and/or SJTU email. Each student must regularly check out those official means to notice the updates delivered by instructor or teaching assistant.
- 2. Class preparation:** All students are expected to be prepared for class. Each student is responsible for all materials covered and assignments made in class and the instructor will make no special efforts on behalf of those who voluntarily miss classes. All students are encouraged to contribute toward the success of the course by sharing their knowledge and opinions in class, including bringing pertinent materials and experience to the attention of the instructor and the class. Students will also be called to answer questions and discuss problems.
- 3. Attendance:** Regular attendance is REQUIRED per university policy. You will be expected to arrive in time and to remain in class until the end. If you must arrive late or leave early, please inform me or the TA beforehand. You have to provide the proof of a legitimate excuse (e.g. doctor's note). Late arrivals and early departures as well as missing classes without notification will negatively influence your class participation mark. Specifically, if you want to leave class early due to a legitimate reason, please select a seat so that you will minimally disrupt the class.
- 4. Meeting behavior:** A repeatedly disruptive student will have his or her grade reduced. Side conversations during lectures or when another student is speaking are to be kept to a minimum. The exception to this expectation is when students are working in teams. This practice will keep the class moving along at a faster pace.
- 5. Late submission:** All assignments, including group projects, must be completed and submitted according to the instructions provided. Hardware failure or inaccessibility is not a valid excuse for late work. You will not be excused from handing in an assignment on time.
- 6. Responsibilities of students:** It is your responsibility to make sure you are staying with the course undergoing. If you must miss a class, it is your responsibility to recover any missed materials with your classmates. There will be NO "MAKEUPS" for any work missed without a legitimate excuse. All assignments and projects must be completed and submitted according to the instructions provided. Failure to follow instructions may result in a reduced grade.
- 7. Changes in the syllabus:** The lecturer reserves the right to improve the materials and requirements as the semester unfolds, with sufficient warning concerning assessments, exams, and assignments.
- 8. Special needs:** If you have any special learning or testing requirements please let me know as soon as possible so special arrangements can be made. If you have any special medical condition that you feel it would be helpful for me to know about, please let me know.

Course Calendar (Tentative):

Week	Topics / Activities	Assignment Due	Readings
Week 1 Feb 16	Course Introduction Introduction to Case Writing	Group formation for case writing and analysis	
Week 2 Feb 23	[Workshop 1] Strategical Thinking and Problem Solving	One page review 1 Case research plan submission	R1
Week 3 Mar 2	[Workshop 2] Analyzing and Framing Problems	One page review 2	R2
Week 4 Mar 9	[Workshop 3] Data Gathering Methods & Visualization	One page review 3	R3
Week 5 Mar 16	[Workshop 4] Preparing a Presentation Material	One page review 4	R4
Week 6 Mar 23	Case Presentation (Case Writing)	Initial case submission 1st individual group meeting	
Week 7 Mar 30	Case Analysis (No class)	Case assignment	
Week 8 Apr 6	Final Presentation (Case Analysis)	2nd individual group meeting Case report/feedback	
		Final case submission (Due Date: Apr 21)	

(Note: Course schedule maybe revised prior and during the course.)

Appendix A. Flipped Learning Overview

What is “Flipped Learning”?¹

Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers.

By providing students with the material to gain a basic level of knowledge and understanding before class, classroom time can be used to deepen learning and develop higher-level cognitive skills. One of the core objectives of flipped learning is to move students away from passive learning and towards active learning where students engage in collaborative activity, peer learning and problem-based learning. Within this context, the role of the teacher shifts towards that of facilitator and coach by empowering students to take control of their own learning.

* More resources

- <https://flippedlearning.org>

- <https://facultyinnovate.utexas.edu/flipped-classroom>

Flipped Learning in <Management Practices>

1. Before class (3 hours at least):

- Students: Individual learning by reading distributed materials and supplements, writing 1 page reflections (including a short summary and your own opinions on the topics)
- Teacher: Prepare the key questions/topics (3 or 4 per class) and practice (workshop) materials

2. During class (80 mins):

- 1) Discussion: Small group (10 mins) → Presentation (10 mins) → Open discussion (20 mins)
- 2) Practice (workshop, 30 mins): Individual and/or group activities
- 3) Wrap-up (10 mins): Discussing lessons learned and new thoughts

3. After class (2 hours at least):

- 1) Applying lessons learned and practices to the group project
- 2) Sharing the applied knowledge and further materials to the class (if any)

¹ <https://www.heacademy.ac.uk/knowledge-hub/flipped-learning-0>

Appendix B. Instruction for Business Case Writing

1. An aggressive schedule for writing a case (8 weeks in total)

Preparation and outline: 1 week

Data collection (e.g., web search, interviews): 2 weeks

Draft writing: 3 weeks

Review and revision: 2 weeks

1) Preparation

: Develop a case theme and data collection plan. Identify the central theme of the case: Each case must have a definite teaching purpose in mind. Three common themes are 1) a particular player in an interesting situation, 2) a key decision, or 3) a specific organizational problem or issue. If situations are allowed, make a plan for the course of the interviews. Use the attached form for a case research plan (Appendix C).

2) Data collection

: To prepare an industry and company overview, review the annual reports of the firm. Conduct a library search of articles in the business press about the firm. Compile a view of the industry from public resources. For interviews, develop an interviewee list, interview guide, and questions list. If interviews are not possible, refer to those interview articles conducted by the business media.

3) Draft writing

: Go through all the materials from the data collection phase and highlight key contents, such as interesting themes and issues, attractive exhibits, and a potential good opening. General cast structure follows the sequence: Opening section → Background information → Area of interest → Problem/issue → Closing section.

a) Opening section: Examples of key information

- The decision maker's name
- His/her position
- The company or organizations name
- The date, which can either be general (e.g., spring 2020) or it can be the exact data
- The firm's location and type of business
- The statement of the problem or trigger

b) Case body: Background information, area of interest, problem/issue

- Start case with general information such as industry background
- As the case progresses, it becomes narrower in focus with material about a specific area of interest, such as company
- Then include the problem or events leading into problematic situation

c) Closing section

- It should draw the reader back to the issues at hand. It should present case issue, trigger, or situation form the first section, but stated in a different manner

Three common frameworks for case writing include;

- a) Chronology: Where we were; where we are now; where we need to go
- b) Organizational structure: Describe the situation by moving thought the key blocks in the organization chart
- c) Problem structure: Lay out the problem as the company sees it, then work through the alternatives or different positions on what should be done.

4) Review and revision

: Review the draft form focus, clarity, completeness, and conciseness. Evaluate the case material in view of three criteria

- a) Did the material create involvement?
- b) Did it create constructive conflict?
- c) Did it accomplish the pedagogical objectives?

Circulate the draft to stakeholders including the contact person in the company and experts on the industry or company. The purpose of the review process is to get the fact right and make sure all the content is well organized. If receiving any comment and feedback, decide whether to accept and revise the relevant part accordingly.

* An effective business case has the following attributes:

- Ambiguous
- Full of conflict
- Leaves important issues unresolved
- Complex to allow multiple levels of analysis
- Introduces a tension between alternative courses of action
- End with more questions than answers
- Forces a decision

* More resources

- <https://www.thecasecentre.org/educators/casemethod/resources/writingcases>
- <http://www.chinacases.org/index.jsp?lang=en-US>

References

- Yemen, Gerry (2012), Overview of the Business Case Writing Process. Darden Case No. UVA-PHA-0065.
- Linder, Jane (1994), Writing Cases: Tips and Pointers, Harvard Business School Press. Product #: 391026-PDF-ENG.
- Shapiro, Benson P. (1986), Hints for Casewriting, Harvard Business School Press. Product #: 587052-PDF-ENG.

Appendix C. Case Research Plan Form

Case Objective or Focus: _____

1. Background Information:

- Industry

- History

2. Area interest:

- Current company status

- Protagonist(s) background/influence

3. Specific issue/problem:

- The heart of the case

- Information surrounding decision(s) to be made

4. Exhibit material

Appendix D. One-Page Review and Discussion Instruction

Students are required to carefully read the assigned reading material for each class and prepare one-page review. The review includes a brief summary of the materials and own ideas/opinions/reflections on them. Every review should be submitted to the assignment board in the Canvas course page before each assigned class. Students are also expected to prepare the review and bring it to the online class. Based on the review, students are expected to actively join the in-class discussion and out-of-class discussion in the discussion board on the Canvas course page. Sequence of discussion for each class is as follow:

Program	Time	Remarks
1. Introduction	2 minutes	Instructor will give a brief introduction of the reading material and guidelines for discussion.
2. Small group discussion	10 minutes	3 to 4 persons will form a group and choose discussion topics on the reading material. A discussion leader manages the process, from discussion topic choice to leading discussion.
3. Presentation	10 minutes	One student of each group, other than the discussion leader, will present the summary of discussion in 2 minutes.
4. Open discussion	15 minutes	Based on the small group discussion and presentation, instructor will initiate some topics for the whole class discussion.
5. Wrap up	3 minutes	Instructor will summarize the whole discussions and suggest key takeaways.

For each class, please prepare the one-page review and discussion with considering the questions below. But, the question lists are only for references. Any own perspective and focus are more than welcome.

Reading Material #1. McKinsey Special Collection: Business Strategy

1. Why is it important to strategically choose an industry to compete? What are the roles of business strategy in finding an opportunity?
2. What are the building blocks of strategy and how they could help companies make strategic choices and carry them through to operational reality?
3. Among “the ten tests of a good strategy,” what are the most important tests from your perspective? Why do you think so?

Reading Material #2. Are You Solving the Right Problems?

1. Do you think problem definition is more important than problem solving? If so (or not), why do you think so?
2. Why reframing for a company’s problem can help it find better solution(s)?

3. How can companies (or other stakeholders) can reframe problem(s) in more effective ways?

Reading Material #3. Visualizations That Really Work

1. What are important components (or activities) of visual communication skills?
2. How data visualization processes can differ by nature and purpose of your works (i.e., four types of visual communication)?
3. How we can generate best (or better) outcomes (e.g., change mind, cause actions) through data visualization?

Reading Material #4. How to Make a Great Presentation

1. What are common aspects/structures of successful presentations/talks according to those TED talks?
2. What makes a presentation that people don't want to listen to? What does more matter, between presenters and materials?
3. Among the list of presentations, what is the most attractive presentation from your perspective? Why?