Autumn Quarter 2022  
First Class Assignments  
August 29, 2022

*First Class Assignments* is published each term to inform students of assignments to be prepared before the first class meeting. These pre-assignments are mandatory for students enrolled in the class and strongly recommended for those who hope to add any of these courses during subsequent phases of registration.

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<td>20100-04/05</td>
<td>Soffer, Leonard</td>
<td>Class will not meet on Tuesday, September 27. (An additional class will be scheduled later in the quarter and will meet via Zoom.) For the first class meeting on Thursday, September 29, please read Chapter 1 in the text. It will also be useful to either download or print the electronic handouts provided on the Canvas course site for that day so you have them available to you during class.</td>
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2. Review file on Erickson Canvas site “First Class Articles.” |
| 20930-01             | Hachikian Christina | Login to Canvas, and read the assigned readings for week 1. |
2. Review file on Erickson Canvas site “First Class Articles.” |
| 30130-01/81/85       | Smith, Abbie     | **Read:**  
- Syllabus.  
- WBB: Chapter 1.  
- Smith: Getting Started with the 10-K and Proxy Statement.  
- Smith: Industry Analysis and Sources of Information.  
**Questions Due:** As listed on syllabus: Week 1 Short Questions: Overview of the Firm and Industry Analysis. (on Canvas.) To be submitted on Canvas before first class.  
**Case Due:** Amazon, Part I – Introduction to Financial Reports and Corporate Strategy. (Read and be prepared to discuss. Not to be submitted.)  
All materials on Canvas except for WBB: Wahlen, Baginski, and Bradshaw text. |
The review should be no more than 5 double-spaced pages + a brief cover letter that provides your advice to the editor (reject or revise-and-resubmit). |
| 31401-82             | Raphling, Britt  | There are four assigned readings for our first class. Two of those are particularly relevant for this first written assignment. They are referenced at the beginning of the instructions below. Note that the first part of the assignment is for your personal reflection only; the second part is the actual written assignment.  
**For Your Reflection**  
Week at Inverness, by Bradford and Aronson, presents one example of an intensive T-Group experience.  
T-Group and the Nature of Experiential Learning, by Bradford & Huckabay, describes the process through which learning occurs in a T-Group.  
In Interpersonal Dynamics this quarter, you will learn in a multitude of ways:  
- Observation of others and how others interact  

*Continued on next page.*
• Awareness of your reactions and the exploration of where your reactions come from (hint: not from others)
• Feedback – both in the receiving and giving of feedback
• Conceptual understanding of readings, lectures, and class discussions

You will get the most out of this course insofar as you can show more of yourself and be open to feedback from others. This inevitably leads to choice. You are always at choice in T-group. There are two different kinds of choices you will continuously be faced with in your interactions with others:

How much of myself am I willing to reveal? (This is not so much in terms of disclosing past events, but instead in expressing your reactions and responses to others’ behavior and to what is going on in the moment.)

How much am I willing to hear others’ reactions and responses to me?

The Written Assignment

You will experience conflict, take risks, feel vulnerable and give and receive feedback. With that as context, please answer the following two sets of questions:

1. What parts of yourself, your reactions to what is going on and/or your reactions to others’ behavior, would be difficult for you to show or talk about?
   • Anything others might do that would be hard for you?
   • Any concerns or difficulties in giving or receiving feedback?
   • Any concerns in terms of how others might respond to you? (What kinds of reactions from others are difficult for you to really hear and take in?)

2. What concerns and/or apprehension do you have about what might happen in T-group?

31401-83 Volden, Richard
Go to the Canvas site. Read the syllabus and complete Assignments 1 and 2 as directed before the first class session on September 28. These assignments will be available on September 15.

31402-01 Paris, Celia
• Read Possible Selves – Ibarra
• Read What Leaders Really Do – Kotter
• Complete Hogan Assessments online (will receive link through email)
• View the Class Introduction Video on Canvas
Both the readings are available on the course Canvas site.

31403-85 Davis, Harry/Tennant, Nancy
In 1 page,
• Given your dreams and values, describe the person and leader you want to be.
• Be sure to include your name on your paper and in your file name.

NOTE: This assignment is required. It is intended to help you apply the work in this class to your own personal interests and development.
Please post your response on Canvas by Friday, September 30 at 11:59pm.

For each of this week’s required readings, please answer the following question in at least 1-2 paragraphs. Submit your answers in one document via Canvas before our first class.

Continued on next page.
Question: As you read this piece what concepts, phrases and/or sentences most connected with you? Why?
2. Harry Davis, “A Leadership Canvas,” 2022
3. Harry Davis, “Multiple Selves and the Stage Page Metaphor,” 2022

33001-05/06 Gibbs, Michael
Before the first class, do the following:
1. Canvas: access the class site at https://canvas.uchicago.edu. Class documents will be posted here during the quarter.
2. Syllabus: Read this carefully, first. It lists the sections of the textbook that we will cover, by approximate class session. You may want to start reading the text before class. It also lists the problems in the textbook’s Study Guide that I recommend for this course. Start working practice problems soon, so that you stay caught up.
3. Math Prep: review the textbook’s Mathematical Appendix, pp. A1-A12. This will give you a good sense of the level of math required for this course.
4. Reading: read Chapter 1, and assigned pages of Chapter 2 listed in the syllabus.
5. When feasible, set up a study group with classmates (5 maximum per group). You will work on and submit homework together.

33032-81 Kole, Stacey
To prepare for our first meeting, refresh your memory of how labor markets function. You can do this by referring to your Micro notes or text and/or reading Chapters 1 and 2 of the Lazear & Gibbs text, Personnel Economics in Practice, 2nd or 3rd Edition.

Come to class prepared to advise Susan Cassidy regarding the promotion of either Jennifer Ayres or Daniel Wang into the role of director of marketing for the packaged goods division at Bertram Gilman International.
Study questions are provided below to aid you in preparing for our first meeting.

Study Questions
Meeting 1-September 28, 2022
Refresher from 33001/33101 Microeconomics*
1. How does an unfettered labor market function?
2. Demographic trends influence the demand for goods and services. How do demographic patterns (like the baby boom) impact labor markets?
3. What mechanisms can the government use to intervene in labor markets?

Lazear & Gibbs, Personnel Economics for Managers, Chapters 1-2.
1. What economic factors are relevant in hiring decisions?
2. What dimensions of compensation are dictated by the market and which by individual firms?
3. What non-monetary means do managers utilize to attract candidates to work for their firms?
What non-monetary means do managers utilize to retain valuable employees?

Review the Bertram Gilman International case and come to class prepared to discuss the following:

Continued on next page.
1. What information does Susan Cassidy have about the candidates under discussion? What information is missing or incomplete?
2. How “qualified” for the position is each of the candidates?
3. What do you infer about each candidate’s qualification for the position from Exhibit 2?
4. Based on your analysis, which candidate should receive the promotion and why? Where did the other candidate fall short?

34101-01/02 Kaplan, Steven

For the first class meeting, students should prepare the Yale University Investments Office and Canadian Public Pension Investment Board (CPPIB) cases in the Canvas course site. Students (including those who are attempting to register for the course) should use the detailed questions given in the course packet to organize their thoughts and put together a one- or two-page memorandum that summarizes their analysis. Please submit the memo in Canvas. If you are not registered, but are trying to get into the course, please attend.

34101-81 Kaplan, Steven

For the first class meeting, I will expect you to prepare both the Yale University Investments Office and Canadian Public Pension Investment Board (CPPIB) cases and the ZipFit case in the Canvas course site. For each case, students (including those who are attempting to register for the course) should use the detailed questions given in the course packet to organize their thoughts and put together a two-page memorandum that summarizes their analysis. Please submit the memos in Canvas. If you are not registered, but are trying to get into the course, please attend.

34102-81 Bunch, Gregory

- Your first assignment is to come up with an "I imagine a world..." statement. You will give your statement as part of your self-introduction during the first class.
  - Read Kevin Kelly’s The Case for Optimism https://www.warpnews.org/premium-content/kevin-kelly-the-case-for-optimism/
  - Read Reimagining Capitalism: Towards a Theory of Change (in Canvas)
  - Imagine a world in which [x-problem-is-solved]. Sometimes students think that these must be big problems like world peace or ending hunger. That is not necessary at all. Your problem could be quite ordinary. This exercise is designed to give you a chance to explore or do a deep dive into a problem, a sector, a category. Choose something that interests you.
  - Write a short blog post to accompany this statement (≤ 250 words). The written piece will be posted in the blog by the beginning of Week 1.
    - **Follow this template for your post**
    - Title: "I imagine a solution to x problem"
    - Problem. What is the problem? Who does it affect? Estimate number of people affected by the problem. Estimate the financial opportunity.
    - Solution.
      - **How would you solve this problem?**
        - For the purposes of this post, imagine that money is not the constraint.
    - Why are we beginning the class with this assignment? Entrepreneurship begins with imagination. Someone recognizes a problem or opportunity. Imagining a different reality than currently exists is the first step towards coming up with a solution. In some cases, this is the beginning of a startup business.

34103-01/02/81 Lyman, Lindsey

*Continued on next page.*
#1: SUBMIT A BRIEF INTRO VIDEO ON CANVAS
Upload a 30 second video to Canvas, introducing yourself to your classmates and to me. Your video should contain the following:

- The proper pronunciation of your name, and your pronouns if you wish to indicate
- Why you are taking the class
- A brief bio highlighting your background and any entrepreneurial experience
- An idea for a product or service that you would like to bring to market. ¹If you want to field a team to work on your idea, this is your opportunity to sell your vision. Please, just provide the 10 second elevator pitch version.

¹Please read the cautionary piece http://crashdev.com/2014/10/more-bad-startup-ideas/ before thinking about your new business idea. This article is not intended to limit or judge your ideas (you should be as creative and visionary as possible at this stage), but rather to put you in a mindset of being *different*, which is a theme we will revisit throughout the class.

#2 COMPLETE THE PRE-READS FOR CLASS 1 (all materials posted on Canvas)
1. Required: Read the Lucy Jackson mini-case. There is no formal write-up required for this case, just read and have a point of view regarding what you think Lucy should do.
2. Required: Listen to "Startup" podcast (Gimlet Media), Season 1, Episode 1 (try not to get addicted, but most of you will binge the entire season prior to the start of class)
3. Additional Optional videos/readings posted on Canvas

#3: FORM OR JOIN A YOURCO TEAM
The majority of your work in this class will be team-based, working on a new venture idea. Everyone will need to be on a team of 5 students. If you are passionate about an idea that you want to work on, you will want to recruit a team prior to Class 1 who is aligned with working on your idea. Anyone who hasn’t joined a team by the end of Class 1 will be randomly assigned to a team by me.

**34106-01/81 Meadow, Scott**

First Assignment, Submit at least 1 hr before your section via Canvas:

*Continue on next page*

- **Form teams:** Submit team member names and case presentation preferences via Canvas.
- **Write-up on Staples:** As a group, read the Staples case material and submit a two-page, double-spaced write up describing the structure of the industry Staples would operate in and a reasoned analysis of whether Staples is an attractive investment. This assignment should be submitted through the Canvas site. One submission per group is expected. If you do not have a group formed by the beginning of class, you are still expected to submit individually.
- **An introduction of yourself:** Please use the "Self Introduction/Bio" assignment section on Canvas to upload.

**34302-01 Agnew, Mark/O’Connor, Brian**

Entrepreneurship Through Acquisition Biography
Steps:

1. bio [template here](#) Download [template here](#)
2. Fill out the template including photo with your face clearly visible
3. Save/Export as PDF then submit to Canvas

The short bio (400-word limit) which will be shared with the class should include:

1. Where you grew up
2. Work history
3. Work interests after graduation
4. Interests/passions outside of school and work
5. Something unique about yourself that others might be surprised to know (either personal or business-related)

*Continue on next page.*
6. Most meaningful event in your life to date
7. Three words that best describe you as a leader
8. Include a picture of yourself (face should be clearly visible)

**HIMSCORP Case Questions**
1) What are the pros and cons (industry, company, management, and the deal) of the Record Masters investment opportunity?
2) Is this an industry that you would invest in – why or why not?
3) Evaluate the diligence process Dauten and Gwilliam undertook as they contemplated the investment in Records Masters. What did they do well? What do you think they missed?
4) What themes are present from the reading on Search Funds: Death and the Afterlife?
5) What do you think Dauten and Gwilliam did well operating the company?

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<td>Listen to some pre-recorded lectures</td>
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<td>Prepare ARAMARK case write-up in your group; write up due at class meeting time.</td>
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<td>Do the readings in the Introduction section of the syllabus and begin the readings in the Puzzles and Anomalies section. Before class, think about the week 1 discussion questions on Canvas and come prepared to discuss. Please bring your nameplates to class.</td>
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<td>In week one we start with an overview of the content and mechanics of the course. Among other topics, we will define the domain of marketing and discuss a philosophy for managing the enterprise via this domain. We will also introduce an overall framework for marketing strategy and implementation. Throughout the remainder of the term, this framework will then serve as the principal unifying structure for the various topics covered in the course.</td>
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**Preparation: Readings for Week 1**

1. “Driving Growth: The Little Engine That Could” from Counterintuitive Marketing; Clancy, Kevin and Krieg, Peter. This short reading begins to define the scope and philosophy of marketing.

2. “From Sales Obsession to Marketing Effectiveness;” Kotler, Philip. Introduces the role of marketing within an organization, presents criteria for evaluating its effectiveness, and also briefly touches on the scope and philosophy of marketing.

3. “Basic Quantitative Analysis for Marketing;” Dolan, Robert J. Covers accounting concepts relevant to marketing (fixed costs, variable costs, contribution, margin, etc.) and breakeven calculations. Also, be sure to carefully read the Course Syllabus. You are responsible for understanding and adhering to all policies and guidelines discussed in the Syllabus.

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<td>Before the first class, please prepare the following:</td>
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<td>1. Read the syllabus and familiarize yourself with the course requirements.</td>
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<td>2. Purchase the required books.</td>
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<td>3. Read and prepare for discussion the case A Tale of Two Plants by Keller and Outliers by Gladwell chapters 1 and 2. More information on these assignments is provided in the detailed first assignment instructions posted on Canvas.</td>
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<th>42001-02/03/82 Wollmann, Thomas</th>
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<tr>
<td><strong>Required reading: the Syllabus</strong></td>
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<td>It covers important topics such as schedules, submissions, exams, grades, group work, et cetera.</td>
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**Required case: Moneyball**

The case consists of two articles. "The Trading Desk" is a condensed version of Michael Lewis's book, Moneyball. "An Economic Evaluation of the Moneyball Hypothesis" is an empirical study of Lewis’s claims. You are not responsible for the nuanced statistical issues in the second article but should try to understand the issues at stake, how Hakes and Sauer investigate them, and what the data shows. Note that although the articles make extensive references to baseball, being unfamiliar with the sport will not put you at any meaningful advantage. *Just think of professional sports teams as firms trying to make money. (If you think background information would be helpful, there are several short videos online that describe the basic rules of the sport. See, for example, this one: [https://youtu.be/hLaoogq_uIU](https://youtu.be/hLaoogq_uIU).)*

Use the questions below to help you prepare, and submit your responses to them via Canvas. (If you do not have access to Canvas in the 1st week of the course, access the readings and syllabus at the bottom of the website http://thomaswollmann.com, and email your responses to the TAs, whose addresses are in that syllabus.) Be prepared to give clear and concise answers to these questions, but do not confine your preparation to these issues exclusively.

1. Would you rather buy a team like the New York Yankees that wins a lot of games or a team like the Pittsburgh Pirates that don’t typically win many games?
2. Do you think the A’s owners earned excess returns while Billy Beane was GM?
3. What specific fact did the A’s most use to outperform other teams with similar budgets?
4. What broader strategy did they employ to outperform? What assets allow them to do this? How hard would it be for another team to imitate them?
5. (This question requires some thinking outside the confines of the case material. I will not cold call on anyone for it.) Was the broader strategy they used always feasible? Was it possible this opportunity existed since the beginning of baseball? What changes around the 1990s, outside the world of baseball, may have presented the opportunity?
6. (This question is also a stretch. Venture a guess if you are not sure.) Hakes and Sauer argue certain skills were underpriced. Managers—strategic, financial, operational, marketing—take actions to exploit market opportunities, so they frequently make arguments like this one. These arguments typically assume that the market is currently “wrong”—a dangerous assumption! Can you give an alternative explanation for these results that do not imply the market was wrong?

**Suggested reading: Cabral Chapters 1-3**

Chapter 1 provides a brief overview of industrial organization, the subfield of economics that focuses on firm behavior. Chapter 2 and 3 review some basic microeconomic ideas. This should be a review of material with which you’re already comfortable. Skip “prospect theory” in Chapter 2, and stop at the top of page 54 in Chapter 3.

*On average, more US than foreign students follow baseball. Typically, more male than female students follow it as well. You should know that I gave these facts careful thought. In the event you are interested, I opted to use this case for several reasons: only a very minimal understanding of baseball is required to grasp the key issues; those issues illustrate Week 1 concepts exceptionally well; students tend to enjoy the case regardless of their demographic; and perhaps most importantly (and most interestingly), familiarity with the game has historically been uncorrelated with how students perform on the case.*

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<td>Access the Canvas site and complete the tasks listed in the “Pre-Work” folder in the Course Documents area prior to the first class meeting. If you are not yet officially registered for the course and do not have access to the Canvas site for this course, please email the professor at <a href="mailto:stephen.morrissette@chicagoboosth.edu">stephen.morrissette@chicagoboosth.edu</a> to obtain access to the materials. The Canvas site will open approximately one week before class begins.</td>
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42125-01/81 Hachikian, Christina
Login to Canvas, and read the assigned readings for week 1.

42126-01 Ittellson, Mary
Arts Leadership: Advanced Homework Assignments, Short Version (Detailed Instructions will be posted on Canvas 10/17)
Part I: Due 10/26 by 10pm CT, Take Self-Guided Art Tour of 12 selected works from the Booth Collection located in the Harper Center, and complete a short survey. Allow 45-60 minutes to complete.
Part II: Due 11/1 by 1:30 pm CT, Complete and submit 200-300 word personal reflection essay (bullet points or prose) in response to short prompt.
Part III: Due 11/2 by 1:30pm CT, Review syllabus and Introduction module in Canvas. Watch short video (4 minutes) and read 3 short articles. Optional: 2 additional short videos and 2 additional short articles.

42127-81 Hilliard, Amy
Reading: Pivot for Success Hone Your Vision, Shift Your Energy, Make Your Move by Amy S. Hilliard
Provide a pre-course essay (no more than 3 pages) on key personal/professional pivots made over your lives, not including coming to Booth. Include pivots that worked, and those that didn’t and why. This assignment will be key to the course! DUE BY 9/13/22 AT 11:59 PM.

42130-01/81 Kole, Stacey
During our first meeting on September 29, we will discuss higher education, an industry in which each of us is deeply engaged—you as a consumer (as well as its product, albeit a product that is still in-production) and your instructor as a factor of production.
Before reading the assigned Journal of Economic Perspectives article, I ask you to consider the following questions:

- How do you assess the performance of a post-secondary educational institution? Specifically, what criteria would you use to assess what makes a university “great”?
- Is the criteria you set for outstanding universities time-sensitive or are these determinants of performance fixed over time?
- When you chose to study and develop as a professional at The University of Chicago, and specifically at The Booth School of Business, what was your sense of its history? For example, did you think or have reason to know that The University of Chicago is recognized as one of the United States’ great institutions of higher education?

Please read the assigned Journal of Economic Perspectives article and consider the following questions. Come to class prepared to discuss your answers to these questions and those found below.

Why Does the United States Have the Best Research Universities? Incentives, Resources, and Virtuous Circles (jstor.org)

- Has your thinking changed about the criteria of a university’s “greatness”? If yes, why?
- What do you wish you knew more about regarding universities? Specifically what information are you still seeking to better understand decision-making in this industry and how might you gather such information?