

## MGMT 3001: Fundamentals of Management

### **Instructor Information**

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### **Course Information**

Fall 2015, Section 003 (3 credits)  
Tuesdays & Thursdays, 2:30-3:45 PM  
Hanson Hall 1-103  
Website: <http://tinyurl.com/mgmt300103>, or  
<https://ay15.moodle.umn.edu/course/view.php?id=1948>

### **I. Course Description**

This is an introductory undergraduate level course in management. It does not presume prior knowledge of management, or any work experience, and is primarily targeted toward students with majors outside of management – in other words, there are no pre-requisites for this course. MGMT 3001 will introduce a wide range of concepts important for managing in today's complex organizations and business environments. It will provide students with a foundation in business terminology, and management practices and frameworks. Core concepts include leading and working in teams, formulating organizational strategies, and diagnosing and solving critical organizational issues.

The class is arranged under the P-O-L-C framework (Planning, Organizing, Leading, and Controlling) and will discuss management largely within the context of US business organizations. That said, no introductory management class would be complete without acknowledging globalization so rest assured that we will also delve into topics in international business and business culture. Moreover, I strongly encourage those of you with international business or management experiences to share your insights!

Every student is expected to attend and participate in class discussions. To reiterate, no work experience is necessary but I will continuously challenge you to think about how the concepts we learn can be applied to your daily lives, career, or other interests. Management is an applied art (& science) so we will try to practice what we preach!

Graded coursework will include weekly readings, a few individual writing assignments, one team project, and one in-class exam.

## **II. Course Goals and Student Learning Outcomes**

By the end of the class, we will accomplish the following goals:

- Gain an appreciation for the diversity of forms and purposes of organizations
- Explore, conceptually and through case studies, the trade-offs of different organizational structures
- Discuss and debate some common ethical dilemmas in business and learn how managers can make ethical decisions
- Improve teamwork and team management skills through course assignments
- Begin to recognize the core concepts of management both inside and outside of the workplace

Key student learning outcomes are to:

- Become comfortable using basic terminology (i.e., how to speak “management”)
- Identify and devise potential solutions to common management problems
- Practice applying frameworks, such as Porter’s Five Forces and SWOT Analysis, to understand internal and external competitive dimensions of an organization
- Articulate and demonstrate applications of key management skills
- Develop a basic understanding of cultural differences that may influence management and organizations

## **III. Student Role – How to succeed in this class**

Since this is an introductory course in an applied field, success factors for this course will change slightly as we progress. For the first month, or so, of the course, it will be critical for students to keep up with the readings and learn key terms and definitions. This learning will be the foundation for more complex material. After the first assignment, students should consider more carefully how the key concepts in management are practiced in real-world setting. Learning from examples and experiences of others will be a critical component to comprehension and, later on, application.

Throughout this course, and in any workplace, there is an expectation that students will be present and proactive. This means showing up to class, looking and thinking ahead, and speaking up when you require clarification, justification, or reiteration. I will be much happier to spend time reviewing material than to spend hours grading assignments and exams in which students misinterpreted or failed to understand important concepts!

Do not be afraid to ask questions, either during class or in private. Especially do not be afraid to challenge what you hear from me or from your classmates. The more we engage in healthy, respectful, and thoughtful debates, the more we will all benefit from our time together!

## **IV. Instructor Role**

My role in this course will be to help you navigate a very broad range of concepts, and to provide you with real-world context and examples to illustrate these points. I will also try my best to help you

understand how management can extend beyond the workplace and help you make in your everyday lives. Lastly, to support course goals and learning outcomes, I encourage each of you to meet with me at least once during the semester to catch up on course progress and just speak more informally about what you hope you get out of the class.

## **V. Class Policies and Grades**

### *Culture of Professionalism and Respect*

Students should aim to conduct themselves in class as they would in a professional work setting. More importantly, they should conduct themselves in a way that is respectful of others. This includes:

- Arriving to class on time and prepared for class discussion.
- Paying attention and contributing to class discussions and activities.
- Being respectful toward other students and the instructor.
- Refraining from creating distractions for others

### *Use of Electronic Devices*

Out of respect for everyone in the classroom:

- Cell phones and other electronic devices must be silent and stored away during class.
- Laptops and tablets are permitted but the expectation is that they will be used to support in-class learning.
- Use of electronics for non-class purposes, including but not limited to e-mailing, on-line shopping, chatting, tweeting, Facebook-ing, and watching Netflix, is strictly prohibited. It is not only a distraction and waste of time for you but negatively affects those around you.

Violation of any of these class policies may result in a reduction in your overall course grade.

### *Final Grade Calculation (out of 100%)*

- |  |  |
|--|--|
| • Midterm Exam                                 | <b>30%</b>   |
| • Written Assignments (2)                      | <b>25%</b> (10% for the first, 15% for the second) |
| • Team Project & Presentation                  | <b>30%</b>   |
| • Professionalism, Participation, & Attendance | <b>15%</b>   |

The Carlson School has a standardized grading policy for this class and the target median grade is 3.3 (or about a B+). Only the Midterm Exam will be curved and adjusted based on the overall performance of the class. All other scores will not be curved and will be factored into your grade as is.

Students who wish to take the class pass/fail must notify the instructor upon making that designation to discuss participation in team assignments. A passing grade will require at least 65% out of 100% and good participation/attendance.

## **VI. Assignments, Exam, Project, and Attendance/Participation (the fun stuff!)**

### *General Policies*

I will make every effort to have exams and assignments graded and returned to you within one week. If you have concerns regarding a grade on an assignment, please come visit with me (do not e-mail me about it; I will simply ask you to come see me). If you still have concerns after we speak, please email a written request for me to re-grade your assignment. I will then re-grade the *entire* assignment; there is no guarantee that a re-grade will result in a higher, or even the same, grade.

It is important to turn in written assignments on time. Late assignments will be accepted and graded up to one week after the due date, but 50% of the total score will be deducted. After one week, you will not receive credit but can submit it for feedback. The team project *must* be submitted by the due date. If your team needs an extension, someone from the team needs to speak with me about it before your team's scheduled presentation.

### *Individual Written Assignments (Due dates will vary; see below)*

The individual assignments for this class will be based on the case studies and articles required for the course (see below). Rather than require write-ups for specific articles, students will submit written reflections for two of the four required case studies (Whole Foods, Boehringer Ingelheim, Appex, and Nespresso).

The goal for these assignments is for students to think critically about the information provided in the written case, apply some of the material we have learned in class, and present a concise, thoughtful summary of the important business and management takeaways that resonated most with you.

I will grade each assignment and provide written feedback, including questions for you to consider and ways to improve your analysis of the case. To encourage improvement, the first assignment you submit will be worth 10%, but the second will be worth 15%. In general, the standards for the second assignment will be higher and I will expect students to try to address feedback from the first work.

**The due date for each write-up is noon on the day that we cover the case in class.** Each assignment should be **no more than 3 pages, single-spaced**, and will be graded out of 100 points. Submissions should be made electronically via the appropriate assignment dropbox on the course Moodle. Before we cover our first case, I will provide a short primer to writing about cases and an example case write-up or two on the course Moodle site.

Please remember, plagiarism or failure to properly attribute content will not be tolerated and will be dealt with severely. Moreover, all electronic submissions automatically go through a plagiarism check before I receive them. Please see the University's Academic Integrity policy at the end of the syllabus for more information, and see me if you have any questions.

## *Midterm Exam (Oct 22)*

There will be one in-class exam during the middle of the semester that will consist of multiple choice and short answer questions. The exam will be graded out of 100 points and each will be worth 30% of the overall grade.

The purpose of the exam is to support every student's mastery of foundational terminology and introductory concepts. In other words, it is meant to reinforce the basics before we move on to more advanced topics. As such, the exam is **closed book**. No notes or devices will be permitted.

There will be an in-class review and Q&A session before the exam and I will hold additional office hours. However, you are responsible for compiling your own notes and study materials. Any slides or handouts used in class will be made available on-line (via Moodle) but no additional notes will be given.

Successful students will be able to concisely and precisely define key terms, clearly describe key concepts, and provide helpful examples. They should also demonstrate a basic understanding of how certain terms or concepts relate to one another (like connecting the dots). This requires a combination of memorization, comprehension, and synthesis of material. The best way to do this is to try to think of, or find, real-world examples for each new topic and think about how each new topic connects (or doesn't connect) to past material.

## *Team Assignment & Presentation (Due end of term)*

There will be a team-based term project to provide you with an opportunity to apply class concepts to a real-world activity. You will be grouped into teams of 4-5 students during the beginning of the semester. There will be periodic assignments that the team will turn in to ensure that each group is making progress.

The overall goal of the project will be to apply what we learn in class to understanding an actual business. Each team will identify a small business or start-up company (local businesses are a plus!) that they are interested in learning more about (or that is operating in an industry of interest). Teams will research the target company, its competitors, and the environment it is a part of in order to better understand of the company's management **Plans, Organizes, Leads, and Controls**. Each team will be expected to present their findings to the class at the end of the semester and deliver a report.

## *Attendance*

Attendance is very important for your academic success, and for the class environment. As such, I will take attendance at the start of each class in the following manner. At the start of each class, pick up your namecard from the front of the room. At the end of each class, use the inside of the namecard to jot down one thing you learned that day, a question that came up, or a real-world example of something that we covered. Return the namecards to me before you leave; you'll pick them up again at the start of the next class.

Of course, stuff happens! You will be permitted two unexcused absences that won't affect your grade. After that, each unexcused absence will be worth 0.5% of your total grade. Excused absences for

legitimate medical or academic reasons (i.e., with documentation or evidence of extenuating circumstances) must be relayed to be *at least 24 hours* in advance. If not, it will count as unexcused. Students who miss more than 10 classes for any reason (excused or not) will be a high risk of failing the class and should plan to see me ASAP.

If you need to arrive late or leave class early, please try to be courteous and find a seat close to one of the exits. Please try to notify me ahead of time if you expect to be late or to leave early.

## *Participation*

Class discussion is an important mechanism for learning in this class. It provides students the chance to gain a richer understanding of class concepts and discover how to apply them. Your participation in class discussion increases learning opportunities for the whole class. Participation includes asking questions, sharing experiences and examples, providing your opinion or argument, and respectfully challenging others' opinions—including mine. You do not need to speak in every class session to gain full credit for participation, but you should engage in the class discussion often.

To accommodate students who find it very difficult to speak during class, you may also get credit for participation by emailing me items (e.g. articles, stories, personal experiences, jokes, photos, etc.) that illustrate, extend, or challenge the concepts we discuss. You need to email these items before the class session following our discussion (e.g. if we discuss a topic on Tuesday, email your item to me before class on Thursday). I may share the things you send me (anonymously if you wish) with the whole class.

## **VII. Required Texts**

**Textbook:** To keep your costs as low as possible, this class will use an online textbook (with hardcopy and download options):

**Carpenter, M., T. Bauer, B. Erdogan and J. Short. Principles of Management v2. Flat World Knowledge, Inc.: Irvington, NY.**

It is available online (\$24.00), in PDF/eBook format (\$49.00), in black and white hardcopy (\$89.00), or in PDF/eBook and hardcopy (\$139.00). To purchase the textbook go to:

<https://students.flatworldknowledge.com/course/2443495>. A link is also provided on our course Moodle site.

**Cases/Articles:** Additionally, our course will utilize a few business cases and articles. These are MBA-level readings that should provide interesting and challenging content, both classic and current. While they must be purchased, they are important pieces that will hopefully be valuable to you for years to come. You can purchase these altogether in a discounted “course packet.”

To purchase and download, please use the link on the course Moodle site. You will need to register with HBS Publishing first, then you will be able to purchase the course pack.

## Cases

- Apex Corporation, HBS Publishing, 9-491-082
- Boehringer Ingelheim: Leading Innovation, Ivey Publishing, W14644
- Innovation & Renovation: The Nespresso Story, IMD, IMD046
- Whole Foods Market, Inc., HBS Publishing, 9-705-476

## Articles

- Building Your Company's Vision, HBS Publishing, 96501
- Competing on Resources, HBS Publishing, R0807N
- Engaging Doctors in the Health Care Revolution, HBS, R1406H
- Innovation: The Classic Traps HBS Publishing, R0611C
- Leading Change: Why Transformation Efforts Fail, HBS Publishing, R0701J
- Note on Organization Structure, HBS Publishing, 9-491-083
- Power Play, HBS Publishing, R1007G
- Retention through Redemption, HBS Publishing, R0102L
- What Great Managers Do, HBS Publishing R0503D
- What is an Organization's Culture?, HBS Publishing, 399104

*\*\*\*Additional required materials may be posted by the instructor on website*

### **VIII. Tentative Course Schedule**

*(Subject to change; please see Moodle site for most recent schedule)*

Week 1: Course Introduction, What Does Management Mean to You?

September 8; **No Class September 10**

Reading: Syllabus, Text 1.1-1.4, 3.1-3.2, Readings on Website

Week 2: Historical Roots to Modern Management; Mission, Vision, Values

September 15, 17

Readings: Text 4.1-4.4, Article “Building Your Company’s Vision”

**Project teams to be assigned this week**

Week 3: Strategy and Performance: Theories, Tools, and Applications

September 22, 24

Readings: Text 5.1-5.5, 6.1-6.2, Article “Competing on Resources”

Week 4: Competition, Technology, and Innovation: Disruptive and Destructive

September 29, October 1 (Guest Speaker: Paul Nary, Carlson School of Management)

Readings: Articles “Innovation: The Classic Traps,” “

**Team Project Proposal: Due Friday October 2, by Midnight**

Week 5: Entrepreneurship; Organizational Design, Structure, and Environments

October 6, 8

Readings: Text 7.1-7.2, 8.3, 11.1-11.4, Article “Note on Organization Structure”

**Case: “Whole Foods”**

Week 6: Organizational Identity and Culture; Organizational Change

October 13, 15

Readings: Text 7.3-7.4, 8.1-8.4, Article “What is an Organization’s Culture?”

**Case: “Appex Corporation”**

**\*Week 7: Review Session and Midterm**

**October 20, 22**

**\*Midterm: October 22 (Covers through Week 6)**

Week 8: Appex Case Discussion; Leadership and Decision Making: Who is really in charge?

October 27, 29

Readings: Text 9.1-9.3, Article “What Great Managers Do” (for Thursday class)

Week 9: Leadership in Action: What’s your style? Just how important are leaders, really?

November 3, 5

Readings: Text 9.4, 13.1-13.2, Article “Power Play”



Week 10: Groups, Teams, Professions; Complex, Cross-Cultural, and Multidisciplinary Work  
November 10, 12

Readings: Text 12.1-12.4, Article “Engaging Doctors in the Health Care Revolution”

**Case: “Boehringer Ingelheim: Leading Innovation”**

**Assignment #3 Due Friday, Nov. 13 at Midnight**

Week 11: Control, Systems, Routines, and Organizational Inertia; Organizational Change Revisited  
November 17, 19

Readings: Text 14.1-14.5, Article “Leading Change: Why Transformation Efforts Fail”

**Team Project Check-In (In-Class Elevator Speech)**

Week 12: Strategic *Human* Resources & the Other Side of the Table – What do Managers Look For?  
November 24, No Class November 26 (Happy Thanksgiving!)

Readings: Text 15.1-15.5, Article “Retention Through Redemption”

Week 13: Nespresso Case; Management and Complex Sociocultural Issues (Tentative);  
December 1, 3

**Case: “Innovation & Renovation: The Nespresso Story”**

**Assignment #4 Due Friday, Dec. 4 at Midnight**

Week 14: Team Presentations  
December 8, 10

**\*Week 15: Course Wrap-up and Reflection**  
**December 15**

**\*Team Projects Due: Friday, December 18, Midnight**

## **IX. Other Course Policies**

A complete list of University-wide policies may be found here: <http://policy.umn.edu/education/syllabusrequirements-appa>  
The following include official University policies most pertinent to our course, and some supplementary policies specific to our class.

### *Student Workload Expectations*

Commensurate with University policies, the expectation for this 3 credit class is approximately 9 hours of work per week, including 2.5 hours of lecture time. This amounts to about 6.5 hours of out-of-class work on group projects, reading, and other learning. If you find yourself needing more than this in order to meet your expectations in the class please see me right away so we can discuss some strategies to make the most of your time.

### *Late Assignments*

The only assignments you will be turning in are group projects. You can submit a group project for feedback at any time. However, any assignment received after the respective deadline will immediately be marked down by 50% of the total assignment grade. Assignments submitted more than 1 week late will receive no credit, but I am happy to provide feedback. Extensions of *up to one week* will be rarely given on a case-by-case basis and will require extenuating circumstances on the part of *at least half* of the team.

### *Exam Policies*

You must take the exam on the assigned test day and time. Students who need special accommodations will be permitted to take the exam under conditions specified by the University. No make-up exams will be administered.

### *Extra Credit*

Extra credit points may be offered at the discretion of the instructor. Extra credit points are never student-specific; if they are offered to one student they will be offered to all students.

### *Class Conduct*

Above and beyond the aforementioned classroom culture statement regarding professionalism and respect, all students are expected to adhere to the University-wide policy on student conduct, which can be found here: [http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)

As a general rule of thumb, avoid any conduct that may prevent your classmates or instructor (me) from feeling comfortable and safe in the classroom.

## *Sexual Harassment*

(As stated on the UMN Policy website) "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting.

## *Academic Integrity*

Cheating will not be tolerated. The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one's own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University.

## *Accommodations for Students with Disabilities*

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or at ds@umn.edu. Additional information is available at the DS website <http://ds.umn.edu>.

## *UMN Mental Health Services*

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth>