

# *Introduction to Management* MGMT 2100 (3)

Fall 2015  
PADERNO DEL GRAPPA, ITALY

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(Please refer to the University of Iowa policy on email use. E-mail will be responded to within 24 hours).

## **Course Syllabus**

### **Purpose:**

The principal objective of this course is to provide students with grounding in the core issues of contemporary management.

### **Course objectives and goals:**

The course begins by gaining an appreciation of how to manage human resources and risk, which are two vital aspects of managing contemporary organizations.

Then students will develop strategies for managing to help contemporary organizations to grow and prosper. This requires overcoming skepticism, motivating for the future, dealing with inequalities, considering happiness, innovating and encouraging appropriate jobs designed for all. We will examine macro strategies that operate at a national and international level, as well as micro strategies at an organizational level. This will help you understand the dynamics that impact managers in contemporary organizations in developed countries, which is imperative for effective decision-making.

We will also explore a case study of managing tourism, which will take advantage of the program's closeness to Venice. We will consider whether European and American cities can be revived through tourism. Many cities have the potential to stimulate lagging economies by expanding tourism, especially with growing numbers of visitors from the East. In Italy, Venice has become one of the most visited cities in the world. Yet infrastructure modernization has failed to keep up with increasing numbers of tourists. But will infrastructure development be sufficient? Increasingly, educating tourists in sustainable travel and 'nudging' their behavior is perceived to be the key to managing city tourism effectively.

Class time will be divided between interactive lectures with class discussions, experiential exercises, case analyses and short films.

**Texts:**

Key course books:

Ben-Ami, D. (2012), *Ferraris For All*. In *Defence of Economic Progress*, Policy Press. Introduction.

'Venice in Environmental Peril? Myth and Reality', by Dominic Standish (2012).

I have also provided many relevant contemporary articles and case studies for the course.

**Grading:**

There will be many options during this course to encourage you to "custom-tailor" the course to meet your individual interests and needs. The more thought and effort you invest in these activities, the more you will learn. The more you learn the better your grade will be. I want you to be able to earn the grade you wish and to feel clear and good about what you need to do to earn that grade. Rather than measure your achievement on a single standard test or task, I will assess the quality and amount of your overall investment in the course, award "quality" points based on the general level of your work and base your grade upon the number of quality points you earn.

You will be set reading for each class and you will be expected to use the readings to participate in the class. There will also be one assessed class activity worth 150 points when you will do a presentation. The assignments will include two written papers, worth 200 points each. Your written assignments should be:

- a) Well-written (well-organized, with standard spelling, grammar, etc.)
- b) Complete (do all that's asked)
- c) Applied. Indicate that you've read, understood, and applied the text material (by using appropriately the terms and concepts in the text)
- d) Specific, thorough and clearly written (use fully described examples, not just quick summations)

You should closely read assignment outlines and be prepared to discuss them in class. I also expect you to prepare your written work carefully. All written assignments must be typed or printed. Consider presentation as well as content when you write. A reader who doesn't have to wade through obtuse sentences, poor spelling or grammar is more likely to be positively disposed toward your work.

The exam format will be written answers to set questions. Excellence in the exam can be achieved by answering set questions completely and through in-depth analysis of set texts. Beyond this, students cannot request additional activities to earn quality points.

Ways to earn points:

Maximum to be awarded

Written assignments.....200 points each – 400 pts. total  
 Presentation activity.....150 pts. total  
 Final exam.....450 pts. total

*Ways to lose points:*

*Attendance* (see CIMBA Academic Policy below).

*Late assignments.* 30 points will be deducted every time an assignment is not brought with you to class and turned in at the start of the class session (printed out). Be aware of printing queues. Arriving at class while your document is still printing means it is late.

You may do them in advance. If an assignment is late, do it eventually and submit it by the time points are assigned. 50 points will be deducted for each assignment not turned in when the assignments are graded.

Late assignment (not brought to class by the assigned date and time).....30 points

Each assignment not turned in by the time grades are assigned.....50 points

Final point scale: Final grades will be by percentage, following customary scales.  
 98.00+ = A+; 92.00 – 97.99 = A; 90.00 – 91.99 = A-; 88.00 – 89.99 = B+; 82.00 – 87.99 = B; 80.00 – 81.99 = B-; 78.00 - 79.99 points = C+; 72.00 – 77.99 = C; 71.99 - 70.00 = C-; 68.00 – 69.99 = D+; 62.00 - 67.99 = D; 60.00 – 61.99 = D-. F = below 60 points.

Course grades will be approximately distributed according to the recommended guidelines:

**Grade Distribution Chart**

	A	B	C	D	F	Average
Elementary courses	15%	34%	40%	8%	3%	2.50
Intermediate courses	18%	36%	39%	5%	2%	2.63
Advanced courses	22%	38%	36%	3%	1%	2.77

## CIMBA Academic Policy

- Classes and CIMBA events are mandatory
- 3 unexcused absences is grounds for dismissal from the program
- Our official policy is below.

Attendance at all classes and CIMBA sanctioned activities is MANDATORY. All unexcused absences will have the following consequences:

- 1st absence will result in a loss of a 1/3 of a letter grade in that class;
- 2nd (cumulative) absence will result in a loss of an entire letter grade in that class;
- 3rd (cumulative) absence will result in a dismissal from the program.

Absences due to illness require notification to the CIMBA Undergraduate Office Staff and/or the Istituto Filippin medical staff. If a student is ill and cannot attend class, he/she must inform the CIMBA Staff immediately. Failure to do so will result in an unexcused absence.

**Learning Disabilities:**

PLEASE NOTE: If you have a disability that may require some modification of seating, testing, or any other class requirement, please let me know as soon as possible so that appropriate arrangements can be made. Similarly if you have any emergency medical information about which I should know, or if you need special arrangements in the event the building must be evacuated, please let me know. Please see me after class hours or during my scheduled office hours or schedule an appointment.

**Academic Honesty:**

If I determine that any assignment was not written solely by the student whose name is on the project, the student will receive a zero (0) for the assignment and may receive an "F" for the class. All incidents of cheating will be reported to the Senior Associate Dean and the student may be placed on disciplinary probation for the remainder of his or her enrollment at the University of Iowa. Honor Code for the Tippie College of Business will determine the appropriate appeal process.

**Sexual Harassment:**

The CIMBA Undergraduate Program and The University of Iowa are committed to providing students with an environment free from sexual harassment. If you feel that you are being or have been harassed or you are not sure what constitutes sexual harassment, we encourage you to visit the University website, [www.sexualharassment.uiowa.edu/index.php](http://www.sexualharassment.uiowa.edu/index.php), and to seek assistance from the CIMBA Director, Brandelle Unkrich, at 319-335-1041 or [brandelle-unkrich@uiowa.edu](mailto:brandelle-unkrich@uiowa.edu).

**Complaints:**

Student concerns regarding this course should first be discussed with me, the faculty member teaching this course. If we can't resolve the complaint, you may contact the CIMBA Director, Brandelle Unkrich (319-335-1041, [brandelle-unkrich@uiowa.edu](mailto:brandelle-unkrich@uiowa.edu)). The Director will review the details of the complaint and involve the Associate Dean of the Undergraduate Programs, as needed.

**Let's talk:**

I am eager to meet with you about the course. I will be available in the faculty office for appointments that you can book by emailing me: [dominic-standish@uiowa.edu](mailto:dominic-standish@uiowa.edu)

**Course class structure:**

**1. Introduction.**

Readings:  
Syllabus.

**2. Managing human resources**

Reading:  
Packet – Yamacom case study.

**3. Managing for growth**

Reading:  
Ben-Ami, D. (2012), Ferraris For All. In Defence of Economic Progress, Policy Press, Introduction (Chapter 1).

**4. Managing Risk (A)**

Reading: Packet – Tetra Pak, Nestle case studies.

**5. Managing debates about growth**

Reading:  
Ben-Ami, D. (2012), Ferraris For All. In Defence of Economic Progress, Policy Press, Chapter 2.

**6. Managing Risk (B)**

Reading: Packet – Bird 'flu.

**7. Managing skepticism**

Reading:  
Ben-Ami, D. (2012), Ferraris For All. In Defence of Economic Progress, Policy Press, Chapter 3.

**8. European Business Etiquette – guest speaker**

## **9. Managing at different levels of organization**

Reading:

Ben-Ami, D. (2012), Ferraris For All. In Defence of Economic Progress, Policy Press, Chapter 4.

## **10. Case Study: Managing Tourism - understanding the problems**

Reading:

'Venice in Environmental Peril? Myth and Reality', Chapter: Introduction.

## **11. Motivation and horizons**

Reading:

Ben-Ami, D. (2012), Ferraris For All. In Defence of Economic Progress, Policy Press, Chapter 5.

## **12. Case Study: Managing Tourism - exploring the data**

Reading:

'Venice in Environmental Peril? Myth and Reality', Chapter: Nine.

## **13. Costs/Benefits**

Reading:

Ben-Ami, D. (2012), Ferraris For All. In Defence of Economic Progress, Policy Press, Chapter 6.

## **14. Case Study: Managing Tourism - conceptualizing the problem**

Reading:

'Venice in Environmental Peril? Myth and Reality', Chapter: Conclusion.

## **15. Sustainable development**

Reading:

Ben-Ami, D. (2012), Ferraris For All. In Defence of Economic Progress, Policy Press, Chapter 7.

## **16. Innovation (A)**

Reading:

'Big Potatoes' handout.

### **17. Innovation (B)**

Reading:  
'Big Potatoes' handout.

### **18. Satisfaction and happiness**

Reading:  
Ben-Ami, D. (2012), Ferraris For All. In Defence of Economic Progress, Policy Press, Chapter 8.

### **19. Working abroad - panel discussion**

Readings:  
Bios

### **20. Working for equality**

Reading:  
Ben-Ami, D. (2012), Ferraris For All. In Defence of Economic Progress, Policy Press, Chapter 9.

### **21. European Working Conditions**

Reading:  
Handout articles

### **22. Jobs designed for all**

Reading:  
Ben-Ami, D. (2012), Ferraris For All. In Defence of Economic Progress, Policy Press, Chapter 9

### **Final exam.**