COURSE OBJECTIVES & FORMAT

**Course Description:** This course builds on the fundamental theories and concepts learned in MGMT 301 by examining the nature of managerial work. This course is a requirement for the General Management / Management Consulting track of the Management major. Managerial functions and activities such as planning, organizing, controlling, and decision-making are examined in depth and in the context of current organizational examples. In MGMT 301, you viewed organizational behavior as a member of that organization. In this class, you will assume the role of manager and examine the organization from a new view. You will look at the variety of pressures contemporary managers face such as clients and competitors, leadership above and direct reports below, organizational and environmental demands, and personal values, beliefs, and goals. You will examine the ways in which managers attempt to balance all of the often conflicting demands.

**Management Program Learning Goals:** Students who are competent in the management discipline will meet the following learning goals (note: goals addressed in this course are printed in **bold**):

1. Students will understand and apply the theories, models, research findings, and tools related to organizational behavior.

2. **Students will understand and apply the theories, models, research findings, and tools related to the management functions of planning, organizing, staffing, leading and controlling.**

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3. Students will analyze and solve problems creatively.

4. Students will integrate key components of organizational behavior / human resource management (including: selection, training, compensation, strategic human resource planning, performance evaluation, employee relations, and employment law).

5. Students will synthesize key aspects of strategic management (optional: including industry dynamics and creative disruptions, new venture creation, innovative processes, and strategy formulation and implementation)

Course Learning Objectives:
1. To introduce students to the process of managing organizations and to the kinds of problems and issues contemporary managers face; to acquaint students with the principles, practices, and models used by contemporary management to deal with these issues and problems.
2. To review, in particular, the management functions of planning, organizing, directing, decision making, and controlling and to identify their contribution to management of organizations.
3. To understand basic theories, concepts, and research findings in the behavioral sciences.
4. To perceive the organization as a total dynamic system that interacts with its environment.
5. To compare theoretical approaches of management discussed in class with how management is performed by managers in actual organizations.

The course will focus on active learning and will mix a lecture-based approach with discussion and application (e.g., case studies, role-plays, scenario studies, and simulations). Research strongly suggests that active learning in conjunction with traditional lecture-based teaching methods is effective for student learning and skill-building. Successful active learning requires a major investment from both of us. You will need to complete the assigned readings before each class meeting, do a fair amount of thinking, and be prepared to contribute to the class discussion.

COURSE MATERIALS

1. Class discussions/lecture notes. Notes that you take during class will be critical to your success in the course. Lecture slides will be available on Blackboard. Please note: lecture slides are not sufficient to ensure the depth of understanding you will need to study for the mid-term and final exams.

2. Management articles and cases. I have created a course on Blackboard (accessible through http://mymason.gmu.edu) where you can download and print most of the course materials. Two exceptions are Harvard Business School cases (for which you need to register, create an online account, and pay for the copyrights) and the Best Self Exercise (for which you need to pay $9 for University of Michigan Ross School of Business copyrights). Please bring a copy of relevant cases or articles with you to each class. You will need to complete the assigned readings before each class meeting.

3. Textbook: Management – Leading & Collaborating in a Competitive World (Bateman & Snell, Revised 10th Edition, McGraw-Hill, ISBN 978-0-07-802933-2). Material from this book will be particularly helpful for those students who want to obtain additional reinforcement on some course topics. The latest edition of the textbook is available for purchase at the bookstore. Used copies of older editions are also available online (NOTE: the CD is not needed for this course). A copy of this book will also be on reserve at the Johnson Center Library for 2-hour loan.

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EVALUATION

Your learning in this course will be evaluated through the following tools:

Mid-Term and Final Examinations (80 points). Two exams (40 points each) will consist of objective test questions (e.g., multiple-choice, true/false) and short-answer/short-essay questions. The exams will cover the material discussed in class, the readings, and the exercises that occur during class sessions. The essays will be based on class data (in Excel format) and will be available one week before the exam. Students are required to bring green SCANTRON forms (available in the bookstore), #2 pencils, and a laptop with Excel (or an open-source program alternative) to the exams. I will conduct an exam review session during the class meeting immediately prior to each exam.

Class Participation (40 points). The active-learning nature of this course requires your preparation and willingness to share your insights with the class. Your participation will be formally evaluated through my assessment of your classroom behavior, such as your level of respect and professionalism, the quality of your contributions to our class discussions, and your cooperation and involvement in class exercises. Take advantage of opportunities available to you in each class by thoughtfully considering the reading material for the day and being prepared to share your insights and solutions. Your participation points will be based on the quality of your contributions (e.g., incorporating course and management concepts, adding unique insights or ideas, identifying less-obvious solutions or underlying issues). I will track participation points throughout the semester and post your participation points on Blackboard after our final class. I will also post participation feedback at the mid-point of the semester. If you have any concerns about your participation grade at any point during the semester, please ask me. The table below defines the criteria associated with various participation “point levels.” Please note that this table is not all-inclusive in terms of behaviors associated with each level, but is meant to serve as a guide to direct your efforts.

<table>
<thead>
<tr>
<th>Score</th>
<th>Participation Criteria</th>
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<tbody>
<tr>
<td>5</td>
<td><strong>Outstanding:</strong> Demonstrates consistent on-time attendance, preparation, and constructively participates in all class activities and discussions; consistently demonstrates insight by asking questions, making statements that add to and facilitate the class discussion, or building upon others’ comments. Consistently demonstrates respect for professor and other classmates.</td>
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<tr>
<td>4</td>
<td><strong>Very Good:</strong> Demonstrates consistent on-time attendance, preparation, and constructively participates in all class activities and discussions; demonstrates insight by asking questions or making statements that are relevant, add to, and facilitate the class discussion.</td>
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<tr>
<td>3</td>
<td><strong>Fair:</strong> Demonstrates consistent attendance and preparation; occasionally participates in class discussions, regularly participates in other class activities; may occasionally arrive late to class. Generally demonstrates respect for professor and other classmates.</td>
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<td>2</td>
<td><strong>Poor:</strong> Demonstrates inconsistent attendance/timeliness/preparation in class activities; may occasionally be unengaged in class activities and/or is disruptive/distracting or disrespectful in class; is frequently not prepared, regularly arrives late to class; occasionally uses laptop/cell phone, etc. during class.</td>
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<tr>
<td>1</td>
<td><strong>Fail:</strong> Demonstrates consistently poor attendance and consistently poor preparation; is unengaged or fails to participate in class activities; may be disruptive/distracting or disrespectful in class to others; frequently uses laptop/cell phones, etc. during class.</td>
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Discussion Question Responses (40 points). For each class meeting, you will be responsible for preparing for that day’s topic of discussion. Preparation requirements are noted on the course schedule and will vary by topic and may include (but are not limited to) reading cases or articles to be discussed that week. To that end, prior to our in-class discussion of certain topics or cases, you are asked to respond to discussion questions that will be posted on Blackboard. Please consult the syllabus, which specifies the dates that you are responsible for responding to discussion questions. No later than the start of class, you are responsible for submitting your responses for the question(s) due that day. Your responses must be entered onto Blackboard (emailed responses will not be accepted). Late responses will not be graded. Each submission is worth a maximum of four points. Your responses will be graded based on the quality of your answers – your ability to show logic and incorporate course concepts into your responses. Responses that show shallow or basic thinking will receive fewer points than responses that show careful consideration and deliberation.

Best-Self Exercise (30 points). The document, “Reflected Best Self – Assignment and Instructions” should be used to do this assignment. There are several parts to this project - detailed instructions are posted on Blackboard and will be reviewed during class.

Résumé Assignment (10 points). Every professional must have an up-to-date resume. In this course, you will also create a five-year résumé that will guide you in planning your early career decisions. Thus, you will turn in two résumé s (i.e., your current résumé as well as your five-year résumé) with you to class on the day we conduct a résumé workshop. During class, your résumé will be “peer reviewed.” After receiving peer feedback, you will have one additional week to finalize your résumé and submit this final version for grading.

GRADING

I take grading very seriously and I assign grades with care and thought. In general, the more proactive you are in dealing with your coursework, the less of a likelihood there will be of a grade “problem” or surprise. I am committed to grading all assignments in a timely fashion and posting grades on Blackboard on a regular basis. Please check your grades on Blackboard throughout the semester so that you know where you stand with regards to points. Remember, I want nothing more than for you to succeed and I am willing to work with you so that you can attain your goals.

Grading Scale:
Your grade will be assigned on a straight scale based on the number of points you earn as noted above. Below is the grading scale:

<table>
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<tr>
<th>Grade</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>179 and above</td>
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<tr>
<td>B+</td>
<td>174-178</td>
</tr>
<tr>
<td>B</td>
<td>159-173</td>
</tr>
<tr>
<td>C+</td>
<td>154-158</td>
</tr>
<tr>
<td>C</td>
<td>139-153</td>
</tr>
<tr>
<td>D</td>
<td>120-138</td>
</tr>
<tr>
<td>F</td>
<td>Below 120</td>
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**APPOINTMENTS AND E-MAIL**
I strongly urge you to contact me to ask questions, clarify assignments, or obtain additional help. It is best to contact me via email to ask a question or to set up a phone or in-person appointment (ooneill@gmu.edu).

**CLASS ETIQUETTE**
MGMT 312 is a “safe space”, which means we commit to: (1) Making our class a welcoming, open space for everyone; (2) Being aware of our prejudices and insecurities and how our words affect others; (3) Providing room for each of us to explore our own identities; (4) Allowing others to define their own identities and to speak for themselves; (5) Respecting the privacy of others by maintaining confidentiality.

**ELECTRONIC DEVICES**
Cell phones, laptops, tablets, etc. must remain on silence and be stowed away from your desk during the class. Use of electronic devices is disrespectful to the professor and to your classmates. Use of them during lecture or class exercises will negatively impact your participation points. Students who choose to use electronic devices may be asked to leave the class at my discretion. An exception to this policy will be occasional situations in which computers are necessary for class exercises.

**ABSENCES, LATENESS, AND ASSIGNMENTS / EXAMS**

**Attendance:** While attendance itself is not evaluated, you cannot earn credit for participation if you are not in class. Therefore, it is clearly in your best interest to attend class. In addition, examination questions will be based on content discussed and exercises conducted in class sessions – if you are not in class you will not have the necessary information to perform well on the examinations.

**Lateness:** Lateness is disruptive and disrespectful to both me and to your fellow students, and habitual lateness will negatively impact your participation grade. Every effort should be made to be in class on time and ready for the topic(s) of the day. Please allow time for traffic or parking problems, as these are frequent occurrences in our area and our school. In addition, I would prefer that the desks nearest the door be left open for late students so that they may easily find a seat with minimum disruption to the class.

**Absences:** If you miss a class, I strongly suggest that you also ask a classmate for his/her notes, as it is likely that key points will be brought up in class discussion and may not be captured on the slides. For excused absences (e.g., job interviews, family celebrations, funerals), you may also consult with me in advance to arrange attending the other section of the class.

**Make-up Exams:** Make-up examinations will not be given unless a student has a university-validated excuse that the instructor is notified of in advance of the examination. Without exception, students who request a make-up exam will be asked to provide appropriate documentation before a make-up exam is scheduled. Make-up exams must be completed within two weekdays of the original exam date. Approval of absence from the final exam must be obtained from the Assistant Dean of Academic and Career Services before a make-up exam will be arranged.

**Late Assignments:** Writing assignments are due at the beginning of the class period. If you do not turn in your assignment in class on the day it is due, four (4) points will be deducted immediately. One (1) additional point will be deducted for each 24 hour period of lateness. NO writing assignments will be accepted after 1 week from the time the assignment was due. If you will not be in attendance on the day a writing assignment is due, you may email me your assignment, but I must receive your emailed assignment before the beginning of class. As noted below, late Discussion Question responses will NOT be graded.

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INCLEMENT WEATHER
In the event of inclement weather, please consult Mason’s website or call the main information line (703.993.1000). If the University is officially closed, our class will not meet. If the University remains open during an inclement weather event, our class will meet as scheduled, unless you receive an email from me to the contrary.

CAMPUS RESOURCES

Counseling and Psychological Services (CAPS): CAPS is available for same-day walk-in and pre-scheduled appointments with trained counselors. Short-term counseling is FREE for all students. CAPS located in Student Union 1 room 3129. Same-day consultations are made available beginning first thing each morning on a limited basis; call 703-993-2380 at 8:30am in the morning to find out the times available and to schedule on that day. Services are confidential and use of these services does not become part of the student’s academic record.

Learning Services: Learning Services is available with workshops and individual study skills designed to improve academic skills, as well as to assist and support with learning differences such as attention deficit disorder or learning disabilities. The Certificate in Academic Skills Program provides an individualized program of study to develop academic skills. Call 703-993-2999 or visit Student Union 1 room 3129 to schedule an appointment.

The Writing Center: The writing center is available for help with all aspects of the writing process through face-to-face appointment with tutors, style guides, workshops (in-person and face-to-face), and ESL guidance. http://writingcenter.gmu.edu/. For general questions and comments please contact us at wcenter@gmu.edu, call 703-993-1200, or stop by 114A Robinson Hall.

ACCOMODATION FOR DISABILITIES
If you have a documented learning disability or other condition that may affect academic performance you should: (1) make sure this documentation is on file with Office for Disability Services (SUB I, Rm. 4205; 993-2474; http://ods.gmu.edu) to determine the accommodations you need; and (2) talk with me to discuss your accommodation needs.

ACADEMIC INTEGRITY

Honor Code: GMU has an Honor Code (http://academicintegrity.gmu.edu/honorcode/) with clear guidelines regarding academic integrity. Understanding the Honor Code is your responsibility. However, if you are uncertain about the ground rules on a particular assignment, ask for clarification.

Plagiarism: Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Paraphrased material must also be cited, using MLA or APA format. If you have any doubts about what constitutes plagiarism, please ask me and/or see the Office for Academic Integrity.

Violations: Academic integrity is taken very seriously in this class. Violators will receive an “F” for the assignment and/or course grade and will be immediately referred to the Office for Academic Integrity for administrative review.

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COURSE SCHEDULE

Please note that the schedule, exercises, and assigned readings are subject to change. Adjustments will be discussed throughout the semester.

August 27/31 – Session 1
Topic(s): Managerial Ethics
Exercise: Ethics mini-case studies
Preparation:
- Read mini-cases (in class)
- Required reading: *Maximizing shareholder value* (Washington Post)
- Reference: Chapter 4 – Ethics & Corporate Responsibility (textbook paperback)

September 3/6 – Session 2
Topic(s): The “Micro” (OB) Manager
Preparation:
- Due: Discussion Question #1 response
- Due: Online Managerial Assessments

September 10/13 – Session 3
Topic(s): The “Macro” (Strategic) Manager
Exercise: Borders case study
Preparation:
- Reference: Chapter 5 - Strategic Planning and Decision Making (textbook paperback)
- Due: Discussion Question #2 response
- Due: Identity 10-20 Best Self Exercise Respondents (Note: nothing required to submit)

September 17/20 – Session 4
Topic(s): Planning & Decision Making
Exercise: Resume workshop (Guest Speaker: Ashley Crute, SOM Career Services)
Preparation:
- Reference: Chapter 5 - Strategic Planning and Decision Making (textbook paperback)
- Due: draft of current Résumé and 5-year Résumé draft (hard copy)
- Due: Discussion Question #3 response

September 24/27 – Session 5
Topic(s): Power & Leadership
Exercise: Board of Directors
Preparation:
- Required reading: *Power in Organizations* (short essay)
- Reference: Chapter 10 – Leadership (textbook paperback)
- Due: Discussion Question #4 response
- Due: final current Résumé and 5-year Résumé draft (hard copy)

October 1/4 – Session 6
Topic(s): Managing Entrepreneurial Organizations
Exercise: Startup.com
Preparation:
- Reference: Chapter 6 – Entrepreneurship (textbook paperback)

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• Review: The 30 under 30 (Forbes website)
• Due: Discussion Question #5 response

**October 8/11 - Session 7**
Topic(s): Managing Globally & Midterm Exam Review
• Read: Business in Brazil (Exame)
• Due: Discussion Question #6 response

**October 18/22 – Session 8**
Topic(s): Mid-Term Examination
Preparation: STUDY!
Due: Best Self Respondent Feedback

**October 25/29 – Session 9**
Topic(s): Managing & Motivating People
Exercise: Predicting Values, Beliefs, & Preferences
Preparation:
• Read: Bob’s Meltdown (Harvard Business Review)
• Reference: Chapter 8 – Managing HR; Chapter 11 – Motivating People (textbook paperback)
• Due: Discussion Question #7 response

**November 1/5 – Session 10**
Topic(s): Leveraging Control and Commitment
Exercise: Delivering Performance Feedback
Preparation:
• Read: The Micromanager (Harvard Business Review)
• Reference: Chapter 14 – Managerial Control (textbook paperback)
• Due: Discussion Question #8 response

**November 8/12 – Session 11**
Topic(s): Managing Teams
Exercise: Tara Swann at Nickelodeon Latin America
Preparation:
• Read: Tara Swann at Nickelodeon Latin America (Harvard Business Review)
• Reference: Chapter 12 – Teamwork (textbook paperback)
• Due: Discussion Question #9 response

**November 15/19 – Session 12**
Topic(s): Harnessing Creativity & Innovation
Preparation:
• Exercise: TBA
• Reference: Chapter 15 – Innovation and Changing (textbook paperback)
• Due: Discussion Question #10 response

**November 22/26 – Session 13**
Topic(s): Managing Change
Exercise: BikeStuff simulation
Preparation:
• Read: BikeStuff Simulation overview
• Reference: Chapter 15 – Innovation and Changing (textbook paperback)

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December 3/6 - Session 14
Topic(s): Debrief BikeStuff, Exam Review & Course Overview

Friday, December 13 (10:30-1:15) – Final Exam (section 003)
Tuesday, December 17 (1:30-4:15) – Final Exam (section 002)