MGMT 312- Principles and Practices of Management  
Fall 2016

Professor: Dr. Victoria M Grady, Assistant Professor, Management  
Email: vgrady3@gmu.edu  
Office: Enterprise Hall, Room 213, Management Suite  
Office Hours: By Appointment  
Cell for Texting: 703.577.2741

Required Texts:  

Required Articles: Other readings will be provided during the semester either via link through Blackboard or via the online database at GMU Library.

Course Description: This course builds on the fundamental theories and concepts learned in MGMT 301 by examining the nature of managerial work under a range of business models and under rapidly changing business conditions. Managerial functions and activities such as planning, organizing, controlling, and decision making are examined in-depth and in the context of current organizational examples and scenarios. In MGMT 301, you viewed organizational behavior as a member of that organization. In this class, you will assume the role of the manager and examine the organization from a new perspective. 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 as well as personal values, beliefs, and goals. We will also 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.
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 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 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.

Course Requirements:
Grades will be based on the following:
- Reaction Paper 15%
- Mid-Term Exam 25%
- Final Exam 25%
- Case Study Project 25%
- (Paper= 15%  Pres= 10%)
- Class Participation and Attendance 10%

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading and Assignment</th>
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</thead>
<tbody>
<tr>
<td>Week 1-</td>
<td>Review of Syllabus Introductions</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Aug 30</td>
<td>Managing Effectively in a Changing World</td>
<td>“Social Networking 2013” YouTube Video</td>
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<tr>
<td>Week 2-</td>
<td>The Evolution of Management and Ethics and Corporate Responsibility</td>
<td>Chapter 2  Chapter 4  The Office- Corporate Ethics:  <a href="https://www.youtube.com/watch?v=vstg5c3c3g8">https://www.youtube.com/watch?v=vstg5c3c3g8</a></td>
</tr>
<tr>
<td>Sept 6</td>
<td></td>
<td>Article: The Manager’s Job: Folklore and Fact</td>
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<tr>
<td>Week 3-</td>
<td>Motivating People Teamwork</td>
<td>Chapter 11  Chapter 12</td>
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| 4    | Sept 20   | Decision Making and Strategic Planning | Chapter 5  
**Exercise:** Decision Making Exercise—Lunar Survival  
**Article:** Bob’s Meltdown  
**Bring In:** Mission Statement and Vision for any organization you choose  
**REACTION PAPER DUE**  
**Group Presentation** |
| 5    | Sept 27   | Leadership                   | Chapter 10  
**TEDx Video:** General Stanley McCrystal  
Drew Dudley  
[http://www.ted.com/talks/drew_dudley_everyday_leadership.html](http://www.ted.com/talks/drew_dudley_everyday_leadership.html)  
Simon Sinek  
[http://www.lifehack.org/articles/communication/20-most-inspiring-ted-talks-all-time-that-you-should-not-miss.html](http://www.lifehack.org/articles/communication/20-most-inspiring-ted-talks-all-time-that-you-should-not-miss.html)  
**Mid-Term Exam Review**  
**Group Presentation** |
| 6    | Oct 4     |  | Mid-Term Exam |
| 7    | Oct 11    | Organizational Culture and Management | Chapter 3  
**TEDx Video:** Jay Wilkinson  
[https://www.youtube.com/watch?v=WDFqEG14QJ4](https://www.youtube.com/watch?v=WDFqEG14QJ4) |
<table>
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<th>Resources</th>
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| 9    | Week 8-Communication | Article: What is Organizational Culture and Why Should We Care?  
Reaction Paper #1 Due  
https://hbr.org/2013/05/what-is-organizational-culture  
**Group Presentation**  
TEDx Video: Amy Cuddy-http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en  
Exercise: The Eyes Have It  
**Group Presentation** |
| 10   | Week 9-Organizing for Action, Managing Human Resources | Chapter 7, Chapter 8  
**Bring In- Organizational Chart for any organization you choose**  
Article: What is Strategic Human Resources?  
**Group Presentation** |
| 11   | Week 11-Innovation | Chapter 15  
TEDx Video: William KamKawba  
http://www.youtube.com/watch?v=6QkNxt7MpWM  
Video: Humans Need Not Apply  
https://www.youtube.com/watch?v=7Pq-S557XQU  
**Group Presentation** |
| 12   | Week 12-Change | Article: Welcome Aboard (but don’t change a thing)  
Video: Stuck on an Escalator  
http://www.youtube.com/watch?v=VrSUe_m19FY  
10 Articles: GovExec Articles on Change  
**Group Presentation** |
<table>
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<tr>
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<th>Topic</th>
<th>Chapter</th>
<th>Videos</th>
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| 13   | Nov 15   | Managing Diversity and Inclusion | 9       | Video: 10 Things to Offend People from Different Cultures  
[https://www.youtube.com/watch?v=UTE0G9amZNk](https://www.youtube.com/watch?v=UTE0G9amZNk)  
Video: Diversity Challenges  
[https://www.youtube.com/watch?v=n6kUaDp5FVU](https://www.youtube.com/watch?v=n6kUaDp5FVU) |
| 14   | Nov 22   | No Class            |         | Thanksgiving Break                                                     |
| 15   | Nov 29   | Entrepreneurship    |         | 23 Things Every Entrepreneur Should Know                                |
|      | Dec 6    | Final Exam Review AND  
**CASE STUDY PAPERS DUE** |         | Final Exam: TBA                                                        |

**Assignments**

**Reaction Paper:** There is one reaction paper due during the semester. Please note the due date listed on the syllabus in the third column of the schedule table. The reaction paper is unique and should be considered an independent assignment. However, real world examples from your personal experience *should* be used in each analysis and can be carried forward from one topic area to the next. The reaction papers should not exceed 3 pages in length. They should be double spaced and Times New Roman 12. The topic choices will be highlighted during the first class. Students *should* utilize at least three outside references to support the discussion. Students should also include material from the course lecture and/or in the text as part of the discussion. Please **SEE RUBRIC** on Blackboard.

**Case Study and Presentation:** This is a group project. Teams/groups will be assigned the first night of class. All groups will be asked to identify a scenario or case in which at least one member of the team was directly involved. The case will be analyzed and reported in the context of the course material.

This assignment will be due in two increments. The first is a formal paper outlining the specifics of the case. The case study, supporting facts, and analysis should be approximately 8 double spaced pages in length and should include at least 5 outside references in addition to the textbook. **The Final Paper will be submitted via a paper copy to the professor on the designated date.** However, the papers can be submitted earlier.
All Students should present in writing to the Professor no later than the week of Sept 13 a short description of the case study to be discussed, written and presented to the class.

The second is a classroom presentation of the case study and analysis of the facts in the form of a student facilitated discussion. The discussion portion of the presentation should include three specifically defined questions that are part of the PPT presentation. Ideally, the questions should be presented at the end. The second part of the assignments due date will be determined based on the number of individuals in the class. The presentations will start the week of February 9. The presentations will be timed and should not exceed 12 minutes in length. Please note this does **NOT** count questions which should be at the end of the presentation.

The deliverable for the second part of the assignment will be based on the submission of a paper copy of the PowerPoint (PPT) Presentation at the time of presentation **AND** the successful facilitation of the classroom discussion. This is a timed presentation; therefore, it is crucial to the success of this component of the project that the PPT presentation be rehearsed.

**Note-** This is a group project. Groups will be assigned during the first class. Detailed specific information will be discussed on the first day of class regarding the basis for the case topics appropriate for the assignment. **ALSO NOTE** there will be a group evaluation distributed during the last week of class. The group evaluation **WILL** be factored into the overall presentation grade.

**Mid-Term and Final Exam:** The exams will consist of multiple choice, true false and short answer questions. The objective of the exam is to integrate the concepts learned during the semester in a format that demonstrates a basic proficiency in the management literature discussed.

**Grading Scale:**

- A = 94-100; A- = 90-93; B+= 87-89; B = 84-86; B- = 80-83; C+ = 77- 79; C = 73-76;
- C- = 69-70; D+ = 65-68 D = 61-64; F = 60 and below.

**Technology Expectations**

Please turn OFF or silence (i.e., no vibrate either) **ALL cell phones** before entering the classroom. Do **NOT** text or have your phone in front of you during class. If students use laptops, they should be for course-related purposes only (i.e., Facebook can wait until after class). Violation of this policy **WILL** impact participation grades.

**Attendance and Participation**

This course is **NOT** designed to be a purely lecture course. My expectation is that each student bring a unique perspective on each topic discussed. You should be prepared to share that experience each week. **PLEASE NOTE** that there are occasionally additional assignments given related to the topic for the week. An example is listed in Week 4.

In the event that you are unable to attend class, a brief email discussion of your thoughts on the topic for the week will cover your absence in the class discussion. In-class participation is
important not only to the individual student, but also to the class as a whole. Because class participation is a factor in grading, professor will use absence, tardiness, or early departure as de facto evidence of nonparticipation.

**Absence for Religious Observances or Participation in University Activities**
Mason encourages its faculty to make a reasonable effort to allow students to observe their religious holidays or to participate in university-sponsored activities (e.g., intercollegiate athletics, forensics team, dance company, etc.) without academic penalty. Absence from classes or exams for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes, exams, or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent, and the dates for which they are requesting an excused absence for participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise. Students requesting an excused absence for participation in a university-sponsored activity must provide their instructor with a letter from a university official stating the dates and times that participation in the activity would result in the student missing class. Faculty members are encouraged to take religious observances into consideration when constructing class schedules and syllabi.

**Absence from Final Exam**
Absences from final exams will not be excused by the instructor except for sickness on the day of the exam. Other causes must be approved by the student’s academic dean or director. The effect of an unexcused absence from an undergraduate final exam shall be determined by the weighted value of the exam as stated in the course syllabus provided by the instructor. If absence from a graduate final exam is unexcused, the grade for the course is entered as F. See the Additional Grade Notations in the AP.3 Grading section for information on being absent with permission.

**ALL Papers, Exams, or Submitted material must include the words**
**Honor Code: ____________ with your signature. This should be on the front page of all submitted assignments.**

**George Mason Honor Code**
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.

**Plagiarism**
Below are some definitions of Plagiarism. However, please know that the definitions are also interpreted by the professor(s), meaning that this list is not exhaustive.

- Cutting and pasting from other sources
- Improper and/or lack of proper citations
- Using someone’s ideas, thoughts and/or words without citing
- Using poor paraphrasing
- Submitting someone else’s work as your own
- Copying word for word without citing
- Submitting the wrong document

**Cheating**

Below are some definitions of Cheating. However, please know that the definitions are also interpreted by the professor(s), meaning that this list is not exhaustive.

- Using or possessing any unauthorized material/assistance in any academic work
- Submitting a paper submitted for another class
- Using cell phones, calculators, notes during an exam
- Obtaining help or information from a friend/classmate without permission
- Accessing sources/information during an on-line exam/quiz
- Giving help or information/work to a friend/classmate
- Having someone use your iClicker
- Signing-in for another classmate or friend
- Purchasing or attempting to purchase an essay/assignment/code/answers
- Using your previous course work and/or old exams
- Sharing work even after the semester is over

**Additional Reading List**

Brown, P. (2013). 23 Things Every Entrepreneur Must Know


http://www.govexec.com/voices/victoria-grady/6861/


# School of Business Recommendations for Honor Code Violations

*Approved May 2016*

## UG-Freshman Students

<table>
<thead>
<tr>
<th>Type of Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
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<tbody>
<tr>
<td>Plagiarism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Failure to cite/attribute sources</td>
<td>A 10% reduction in the final course grade; referral to the Writing Center; and Academic Integrity Seminar completion</td>
<td>An F in the class; referral to the Writing Center; and Academic Integrity Seminar completion</td>
</tr>
<tr>
<td>2. Representing someone else’s work as the student’s own (e.g., copying and pasting)</td>
<td>An F in the class; referral to the Writing Center; and Academic Integrity Seminar completion</td>
<td>An F in the class; referral to the Writing Center; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
</tr>
<tr>
<td>Cheating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. On a minor assignment (e.g., homework, quizzes)</td>
<td>A 10% reduction in the final course grade; and Academic Integrity Seminar completion</td>
<td>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension</td>
</tr>
<tr>
<td>2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
<td>An F in the class; and Academic Integrity Seminar completion</td>
<td></td>
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<td>Lying (e.g., providing fraudulent excuse documents, falsifying data)</td>
<td>An F in the class; and Academic Integrity Seminar completion</td>
<td>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension</td>
</tr>
<tr>
<td>Egregious Violation (e.g., stealing an exam; submitting coursework from another class as original work across multiple courses; lying to an employer about academic performance, false identification or posing as another, in person or online)</td>
<td>An F in the Class; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension</td>
<td>An F in the Class; Academic Integrity Seminar completion; termination from the School of Business; and expulsion</td>
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# School of Business Recommendations for Honor Code Violations

*Approved May 2016*

## UG-Non Freshman Students (including transfer students)

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<td>An F in the class; referral to the Writing Center; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
</tr>
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<td>1. Failure to cite/attribute sources</td>
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</tr>
<tr>
<td>2. Representing someone else’s work as the student's own (e.g., copying and pasting)</td>
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<td></td>
</tr>
<tr>
<td><strong>Cheating</strong></td>
<td>An F in the class; and Academic Integrity Seminar completion</td>
<td>An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
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<tr>
<td>1. On a minor assignment (e.g., homework, quizzes)</td>
<td></td>
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</tr>
<tr>
<td>2. Cheating on a major assignment or exam, submitting course work from another course as original work</td>
<td>An F in the class; and Academic Integrity Seminar completion, and at least one semester suspension</td>
<td></td>
</tr>
<tr>
<td><strong>Lying (e.g., providing fraudulent excuse documents, falsifying data)</strong></td>
<td>An F in the class; and Academic Integrity Seminar completion, and at least one semester suspension</td>
<td>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and at least one semester suspension or expulsion</td>
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<td><strong>Egregious Violation (e.g., stealing an exam; submitting coursework from another class as original work across multiple courses; lying to an employer about academic performance, false identification or posing as another, in person or online)</strong></td>
<td>An F in the class, Academic Integrity Seminar completion; termination from the School of Business; and at least one year suspension</td>
<td>An F in the class; Academic Integrity Seminar completion; termination from the School of Business; and expulsion</td>
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