MGMT 303: Principles of Management  
Spring 2016 –Sections 001 & D1  
Course Syllabus and Schedule

INSTRUCTOR  
Dr. Katie Rosenbusch

CONTACT INFORMATION  
Office: Enterprise Hall Room 215  
Phone: 703-993-5213  
Email: krosenbu@gmu.edu  
Office Hours: Tuesdays 1:00-2:00pm OR by appointment

RECITATION INSTRUCTORS  
Each recitation has one instructor—when necessary, please contact the instructor for the recitation section in which you are enrolled for office hours, mailbox location and office information please see course website.

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Email</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abigail Fine Isaac</td>
<td><a href="mailto:aisaac@masonlive.gmu.edu">aisaac@masonlive.gmu.edu</a></td>
<td>301</td>
</tr>
<tr>
<td>Vias Nicolaides</td>
<td><a href="mailto:vnicolai@gmu.edu">vnicolai@gmu.edu</a></td>
<td>302</td>
</tr>
</tbody>
</table>

COURSE WEBSITE  
Blackboard 9.1 will be used for this course. You can access the site at http://mymasonportal.gmu.edu Login and click on the “Courses” tab. You will see two MGMT 301 courses that you will need to access throughout the course. NOTE: Username and passwords are the same as your Mason email account.

REQUIRED TEXT  

COURSE DESCRIPTION  
This course examines 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, leading and controlling are examined in depth and in the context of current organizational examples and scenarios. Students will look at the variety of pressures contemporary managers face; clients and competitors, leaders above and colleagues that report to you, organizational demands and personal goals. Students will also examine the ways in which managers attempt to balance all of the often conflicting demands.
UNDERGRADUATE PROGRAM LEARNING GOALS
1. Our students will be competent in their discipline
2. Our students will be aware of the uses of technology in business
3. Our students will be effective communicators.
4. Our students will have an interdisciplinary perspective
5. Our students will be knowledgeable about global business and trade
6. Our students will recognize the importance of ethical decisions.
7. Our students will be knowledgeable about legal environment of business.
8. Our students will be knowledgeable about team dynamics and the characteristics of effective teams
9. Our students will understand the value of diversity and importance of managing diversity in the context of business.
10. Our students will be critical thinkers.

LEARNING OBJECTIVES
1. Understand the process of managing organizations and the kinds of problems and issues contemporary managers face;
2. Adapt the principles, practices and models used by contemporary management to deal with these issues and problems.
3. Describe the management functions of planning, organizing, leading and controlling and identify their contribution to management of organizations.
4. Understand basic theories, concepts and research findings in the behavioral sciences.
5. Develop a perception of the organization as a total dynamic system that interacts with its environment.
6. Compare theoretical approaches of management discussed in class with how management is actually performed by managers in actual organizations.

PARTICIPATION:
Given the nature of this course, your regular attendance is an important part of our learning experience. However, I realize that illness, emergencies, and job demands may require you to miss a class. Documentation of excused absence is required to make-up any missed work. You will be responsible for the work missed when you are absent from any class or part of the class.

Learning can only happen when you are playing an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your mind.

Although an active role can look differently for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of the professor and your peers. You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues with your peers. You are expected to mentally present and engaged in class. Bring an open mind, a positive attitude, and a supportive and inclusive mentality.
Almost every recitation will have an associated out-of-class assignment or activity. These will include such things as reading chapters from the textbook, completing self-assessments, reflecting on ideas, researching specific topics, preparing discussion points, etc. You will need to study the assigned readings and materials before each recitation meeting.

ATTENDANCE POLICY:
Attendance is strongly encouraged. Students are responsible for all materials, activities, and exams presented in class and recitations. If you miss a class or recitation session it is strongly encouraged that you ask a classmate for his/her notes. Once you have reviewed the notes if you have targeted, specific questions your lab instructor will be glad to meet with you. Proof of excused absences is required.

RULES AND EXPECTATIONS:
In the classroom students will be expected to:
   a) Arrive on time and remain for the duration of class
   b) Not have laptops or tablets open during lectures/discussion
   c) Refrain from using electronic devices including phones
   d) Be quiet and respectful when others are speaking
   e) Present yourself in a professional manner including attire and language

In correspondence/communication students will be expected to:
   a) Be professional and respectful in correspondence
   b) Make reasonable requests of the instructor. We will be happy to clarify course material and answer legitimate questions; however, please exhaust other information sources (e.g., syllabus, Blackboard) for answering your question before contacting me and remember, “Poor planning on your part does not constitute an emergency on my part”

* You should direct all course-related questions, concerns, problems, etc. to your recitation instructor for the recitation section in which you are enrolled after referring to the course syllabus. If the recitation instructor is unable to help you, he/she will forward issue to Dr. Rosenbusch. Please find recitation instructors emails above.

In regards to honesty in work students will be expected to:
   a) Review the University integrity and honesty policies in the student handbook for guidelines regarding plagiarism and cheating (summarized below). I will gladly clarify my stance on any questionable or “grey area” issues you may have
   b) Refrain from dishonest work as it will receive a minimum penalty of zero on the assignment and a maximum penalty of a zero for the course with a report to the Honor committee. The GMU Honor Code requires that faculty submit any suspected Honor Code violations to the Honor Committee. Therefore, any suspected offense will be submitted for adjudication.

Students are expected to complete and submit all course assignments on the dates scheduled. Accepting an assignment after the scheduled close of the class on its due date is at the sole discretion of the instructor. If you will be unable to complete and submit the assignment by the due date and time, the student must obtain the instructor’s approval prior to the start of class on that date. The instructor will deduct 10% for every day that the assignment is late.
CHEATING POLICY:
Any form of cheating on an activity, project, or exam will result in zero points earned. “Cheating” includes, but is not limited to, the following: looking at others’ exam papers, having ANY paper visible (including under your seat) when not allowed, having ANY electronic device visible (including electronic devices in or on your ear), talking with another student during an individual assignment. Further information on cheating is available in the Honor System and Code adopted by George Mason University. You may find the honor code at http://oai.hw.edu/the-mason-honor-code/.

REPEATING A COURSE:
This course requires a minimum grade of a C to satisfy the School of Business degree requirements. Students will not be permitted to make more than three attempts to achieve a C or higher in this course. Registration in this course is prohibited beyond three attempts that resulted in grade lower than C. If you have questions please direct questions to the academic advisor in Enterprise Hall 008.

SPECIAL ACCOMMODATIONS:
If you are a student with a disability and you need academic accommodations, please see your lab instructor and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS.

ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments</th>
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<tr>
<td>TEAM PROJECT &amp; PRESENTATION</td>
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<tr>
<td>Team Contract</td>
<td>10pts</td>
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<tr>
<td>Team Case Analysis</td>
<td>100pts</td>
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<tr>
<td>Team Paper</td>
<td>150pts</td>
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<tr>
<td>Team Presentation</td>
<td>50pts</td>
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<tr>
<td>REFLECTIVE EXERCISES</td>
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<tr>
<td>Self-Reflective Journal/Blog</td>
<td>50pts</td>
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<tr>
<td>Final Reflective Commentary</td>
<td>50pts</td>
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<tr>
<td>QUIZZES &amp; EXAMS</td>
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<tr>
<td>Quizzes (5 in @ 20pts)</td>
<td>100pts</td>
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<tr>
<td>Midterm Exam</td>
<td>200pts</td>
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<td>Final Exam</td>
<td>200pts</td>
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<tr>
<td>PARTICIPATION</td>
<td></td>
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<tr>
<td>In Class</td>
<td>70pts</td>
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<tr>
<td>Research Credit</td>
<td>20pts</td>
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Team Contract – 2%
This contract will serve as a strategy for your collective learning experience. It should outline group policies and procedures as well as a timeline for development of your team case analysis and final project. You should recognize that this contract is a dynamic and changing document that may be revisited and updated throughout the process. Grading of this assignment will be dependent upon the thoughtful reflection by all group members.

Team Project and Presentation – 20%
You will work in teams of approximately four students to complete a semester-long project culminating in a business-style final report and a presentation to the rest of the class. Each team will interview a manager that is currently working in a business organization and will conduct an interview in person with the entire team to better understand the manager’s job. You may not interview someone in the immediate family of a team member. The team will also gather information about a current issue or problem the manager is facing and write a paper that provides an in-depth analysis of this issue or problem using principles learned in this class, concluding with a recommendation to the manager. This assignment challenges you to connect the real-life experiences of a business manager to the theoretical principles of management and to draw your own conclusions about how to approach problems that managers face in the business world today. You will receive a separate handout with further details about the project, including specific requirements and deliverables. Failure to contribute fairly to the team project and related assignments can also result in a zero for team assignments.

Take advantage of this great opportunity to gain in-depth knowledge about a company and practice your management skills. The project is designed to encourage creativity, critical thinking, networking and enjoyment!

Team Case Analysis – 10%
Learning to apply course concepts to realistic situations is critically important. Reading, analyzing, and discussing cases will help clarify course concepts and provide practice applying management principles to challenging situations. We will read several cases and relevant articles throughout the semester. These readings will help us to understand the concepts and see how they relate to a practical example. For one of these cases, you will work with your group to analyze the details of the case and apply course concepts. Your team will write a 2-4 page analysis of the case based on the assignment details provided in class. Your case analysis must include at least 3 sources to back up your argument—One of the sources can be your textbook but the other two must come from peer reviewed journals. Please refer the case study guideline and rubric found on Blackboard.

Reflective Exercise: Self-Assessment Journal & Commentary – 10%
Part of learning to be a successful manager is to learn about your own strengths and opportunities for improvement. You will complete self-assessments throughout the semester that will give you an indication of your overall managerial competencies. You will make goals based on the results of these assessments and begin to work toward achieving those goals. In general, the assessments consist of a series of questions requiring your response and reflection. You will work on these at your own pace throughout the semester and turn them in as indicated on the course schedule. At the end of the semester you will write reflective commentary about lessons you have learned and skills that you wish to work on in the upcoming year—the guidelines are listed below.
**Reflective Commentary Guidelines**

From your reflective blogs throughout the semester think about the content that was most impactful.

You will write one reflective commentary which will include an overview of what you learned and how you will develop yourself as a manager. The paper should be approximately 3 pages double spaced.

- **Introduction**—An overview of your paper’s layout (typically one paragraph)
- **Overview**—Synthesize key concepts that spoke to you covered in the chapters and lectures (not a chapter by chapter synopsis—just overview and integrate key concepts that you covered within your blogs that you found most interesting (1 page)
- **Lessons Learned**—What key take aways did you gain from this course and its content? How did the self-assessments assist with your understanding of your managerial potential? What best practices did you learn about that you hope to exercise?(1 page)
- **Personal Action Plan**—How will you apply what you learned from this course? What specific courses will you take to improve your managerial skills? Will you find a mentor? Will you get an internship? List actionable items that will develop you as a manager and leader. (1 page)

The overview and impact section should draw upon what you have learned thus far in the course. It will be helpful to review the chapters before completing this assignment and jot down key take always. Your personal action plan should include specific things you would do as a management professional based on your recommendations in the Overview and Lessons Learned sections.

**All assignments must be submitted through Blackboard within designated timeframe.**

**Quizzes & Exams -50%**

There will be five quizzes given throughout the semester to test your knowledge and understanding. They will be true/false, multiple choice and short answer. Each quiz will be worth 20 points.

Midterm exams will be given during recitation class and Final exams will be given during lecture class. These exams will be multiple choice format/true/false and short answer. Questions will require the understanding, integration and application of course concepts.

**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. Failure to provide appropriate documentation will result in a score of zero for the exam. Make-up exams must be completed within two weekdays of the original exam date. Per School of Business policy, 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.

**Participation – 6%**

As stated earlier in the syllabus, participation is very important to your learning in this course. Each recitation you have the ability to earn 5 points for your participation in the activities, dialogue and discussion. The points given will be at the discretion of your recitation instructor.

**Research Requirement – 3%**

As scholars and educators in the School of Business, we should strive to add value to the knowledge of future managers. We do this by teaching principles and practices that are based in fact and supported by evidence – thereby stressing the importance of evidence-based practice in
our teaching. This ensures that when new claims come along, managers will be better able to evaluate validity. To this end, students must learn the relevance of research to management practice. We believe this is accomplished through direct experience with academic management research. Students should be able to understand where research is used to inform practice, how research should be done, what research tells us about business issues, and why such systematic inquiry is useful above and beyond direct experience.

**Two Options for Research Credit:**

**Option 1: Experiments.** Sign-up and attend a one-hour experiment. Participation in the experiment is worth 3% of your final grade. Information and sign-ups for the experiments will be posted on the Experimetrix website.

**Important Notes**

- Although there will be sufficient slots available during the semester, there is no guarantee that they will be available at the very end of the semester. Therefore, if this is an option you would like to choose, do not delay in signing up for an experiment as they become available.
- **Students who fail to show up** for a scheduled experiment may not be allowed back into the experiment at the discretion of the researcher. Students arriving late will not be allowed to participate in that session.
- If you have participated in a specific experiment in a previous semester, you may not be able to participate in that specific experiment again.

**Option 2: Research Lectures.** If you would prefer not to participate in experiments or there are no available experiments for you to participate in, you may also attend a one-hour lecture to fulfill the research credit. These lectures will be held a number of times over the course of the semester on a variety of days and times and will focus on the importance or research in understanding and refining marketing and management practice. Information and sign-ups for the research lectures will be posted on the Experimetrix website.

**WHAT YOU NEED TO DO:**

1. In order to get research credit in this course, you must go to the following website:

   experimetrix.com/gmusom

2. Click “New User Registration” to create a username and password (simply log in if you have already registered on Experimetrix for a different SOM class in a previous semester). YOU MUST USE YOUR GMU E-MAIL ACCOUNT TO SIGN UP.

3. Once your account is created, your logon information will be e-mailed to you.

4. When you receive the e-mail you need to Log In to the system, select “Edit your Course Selection” and pick what course you are in (MKTG or MGMT 301/303 or both). You may then sign up for experiments as they are available.

5. You will see your credit appear on Experimetrix (the green number) approximately 1-2 days after you have completed an experiment or lecture. You need one for each class you are enrolled in.

**If you have registered for MKTG or MGMT 301 in a previous semester, you should use the same login information and do not need to re-register**
Semester timeline

January 18th: Students will be able to create usernames/passwords on Experimetrix and sign up for experiments or lectures when posted.

February 1st --MANDATORY: ** All students must be registered on Experimetrix by this date!**

April 29th: Last day to participate in experiments/lectures if available (Please note: There is no guarantee experiments will be available on this date).

May 2nd: Last day of classes.

Please direct all questions, problems, or concerns about research credit to: somstudy@gmu.edu, not to your professor or lab instructor. You can also check the Help Me (FAQ) page on: experimetrix.com/gmusom

GRADING STANDARDS

The benchmark standards for grades are described by the following criteria:

A: The student demonstrates an excellent understanding of the topic by showing a thorough, correct and accurate understanding of the concepts, theory and/or research, as well as the ability to evaluation critically the topic. This understanding is shown in written and/or verbal communications that are clear, precise, grammatically correct and well-formed in logic and presentation. The student shows a mastery of the subject under discussion, and is able to integrate concepts within this course and from other areas of application. While not necessarily original, the work is of superior quality. The A grade is reserved for students who demonstrate outstanding achievement in all aspects of the assignment or activity.

B: The student demonstrates a fundamental understanding of the topic. While the key and essential concepts, theories and research are adequately covered, there may be other relevant aspects of the topic which are not treated adequately, either in written or verbal presentations or in class discussion. While written assignments are generally in good form, there may be periodic lapses in grammar or logic. In general, the work is of good quality. This is the minimal level of performance expected of graduate students.

C: The student shows an adequate but not fully correct understanding of the topic. Some key points are addressed, but other points are left out or are not covered at all. There are specific problems, weaknesses and/or gaps in accuracy, correctness and/or logic in the presentation of the assignment. In general, the work is marginally acceptable at the graduate level.

F: Unacceptable and unsatisfactory for any of several reasons, including: non-completion of the assignment, non-attendance or non-participation, submitted work of unacceptable quality, and any other failure to meet minimum standards of course preparation, completion or participation.
**GRADING PROCEDURE**

Generally, all written assignments will be given a letter grade: A, B, C, D or F; + and – grades may be added to the A, B or C grades. The numerical equivalent of each letter grade is as follows:

- A+ = 970pts and above
- A   = 930 – 969.99pts
- A-  = 900 – 929.99pts
- B+  = 870 – 899.99pts
- B   = 830 – 869.99pts
- B-  = 800 – 829.99pts
- C+  = 770 – 799.99pts
- C   = 700 – 769.99pts
- D   = 600 – 699.99pts
- F   = Below 600

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week of</th>
<th>Lecture Topic</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Review Syllabus/Introduction</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>January 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Management Theory</td>
<td>Chapter 2</td>
<td>Reflection #1</td>
</tr>
<tr>
<td>February 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Environment of Management</td>
<td>Chapter 3</td>
<td>Quiz #1</td>
</tr>
<tr>
<td>February 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Global Management</td>
<td>Chapter 4</td>
<td>Reflection #2</td>
</tr>
<tr>
<td>February 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Planning: The Foundation of Successful Management</td>
<td>Chapter 5</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>February 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Strategic Management</td>
<td>Chapter 6</td>
<td>Reflection #3</td>
</tr>
<tr>
<td>March 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Human Resources Management</td>
<td>Chapter 9</td>
<td>Team Case Analysis</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz #3</td>
</tr>
<tr>
<td>March 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>MIDTERM EXAM</td>
<td></td>
<td>STUDY!!</td>
</tr>
<tr>
<td>March 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Spring Break</td>
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<tr>
<td>March 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Individual/Group Decision Making Organizational Culture, Structure, &amp; Design</td>
<td>Chapter 7 &amp; 8</td>
<td>Reflection #4</td>
</tr>
<tr>
<td>March 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Organizational Change &amp; Innovation</td>
<td>Chapter 10</td>
<td>Quiz #4</td>
</tr>
<tr>
<td>April 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Managing Individual Differences Behavior/Motivating Employees</td>
<td>Chapter 11 &amp; Chapter 12</td>
<td>Reflection #5</td>
</tr>
<tr>
<td>April 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Groups and Teams</td>
<td>Chapter 13</td>
<td>Final Reflective Commentary DUE</td>
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<td></td>
<td>Quiz #5</td>
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<tr>
<td>April 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Power, Influence &amp; Leadership</td>
<td>Chapter 14</td>
<td>Team Presentations</td>
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<tr>
<td>April 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Control Systems &amp; Quality Management</td>
<td>Chapter 16</td>
<td>Team Presentations</td>
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<td>Team Paper DUE</td>
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<tr>
<td>May 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>FINAL EXAM (Non-Cumulative)</td>
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<td>STUDY!!</td>
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<td>9:00-10:30am</td>
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