INSTRUCTOR
Dr. Katie Rosenbusch

CONTACT INFORMATION
Office: Enterprise Hall Room
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>Katie Rosenbusch</td>
<td><a href="mailto:krosenbu@gmu.edu">krosenbu@gmu.edu</a></td>
<td>3D1</td>
</tr>
<tr>
<td>Vias Nicolaides</td>
<td><a href="mailto:vnicolai@gmu.edu">vnicolai@gmu.edu</a></td>
<td>3D2</td>
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</tbody>
</table>

REQUIRED TEXT
*Connect Access is required for this course

REQUIRED MEETINGS
There will be a required introductory meeting to the course held at the beginning of the semester. An email with the details will be sent out via your GMU email the week prior to the semester starting. Both midterm and final exam will be held at the GMU Fairfax campus. Dates will be determined later in the semester.

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.

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.

For each module there is a set of narrated PowerPoint slides that explain course concepts and provide additional supplemental materials. You must have consistent access to an internet connection in order to complete the assignments in this course through Blackboard (http://mymason.gmu.edu). It is important that you listen to the online lectures prior to completing the online discussion questions in order to be maximally successful on the evaluated course components.

Participation
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.

**Online presence:**

Because this is an online class your participation is instrumental in your knowledge sharing. In order to receive full participation points you must answer at least two of the questions posed each week. You will also be asked to engage in dialogue with at least two of your fellow classmates. Online learning can be valuable experience—please feel free to share links to interesting websites, innovative leadership resources and creative training techniques and videos.

Blackboard discussions are graded on the following criteria:
- **Respond to two of the proposed questions (6 points)**
  - Mentions specifics from readings and lectures
  - Provides application to one’s own experience & organization
  - Thoughtful understanding & analysis of issue/question
- **Response to others (4 points)**
  Responds to 2 or more individuals (2pt for each response). They must provide a thoughtful response that expounds on their opinion. They should support their opinion with examples or foundational materials from literature.

**Online Protocol:**

- Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
- Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
- Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
- Address the questions as much as possible (don't let the discussion stray).
- Try to use quotes from the text that support your postings. Include page numbers when you do that.
- Build on others responses to create threads.
- Bring in related prior knowledge (work experience, prior coursework, readings, etc.)
- Use proper etiquette (proper language, typing, etc.).
RULES AND EXPECTATIONS:
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

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<tr>
<th>Assignments</th>
<th>TEAM PROJECT &amp; PRESENTATION</th>
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<tbody>
<tr>
<td>Team Contract</td>
<td>10pts</td>
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<tr>
<td>Team Case Analysis</td>
<td>90pts</td>
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<td>(Paper-80 pts; Team Participation-10pts)</td>
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<tr>
<td>Team Paper</td>
<td>200pts</td>
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<td>(Paper-150pts; Team Participation-50pts)</td>
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<th>REFLECTIVE EXERCISES</th>
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<tr>
<td>Self-Reflective Journal/Blog</td>
<td>50pts</td>
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<td>Final Reflective Commentary</td>
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<th>EXAMS</th>
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<td>Quizzes (5 @ 20pts Online)</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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<th>PARTICIPATION</th>
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<tr>
<td>Discussion</td>
<td>100pts</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 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.

**Team Paper – 20%:**
You will work in teams of approximately four students to complete a semester-long project culminating in a business-style final report. 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 found on Blackboard. 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!

**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.

You will be asked to begin an online journal/blog to reflect on your management ability and lessons learned from this course. You may also select a manager to follow and observe and blog about the experiences that have impacted your skill development. You will be expected to journal during recitation sessions. Each entry will be graded on thoughtfulness. The entries can only be viewed by your instructor. No judgment will be placed on your entries…I expect full open and honest reflections. At the end of the semester you will write reflective commentary (2-3 pages) about lessons you have learned and skills that you wish to work on in the upcoming year. Please refer the guideline and rubric found on Blackboard.

**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 and 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.

Two exams will be given – midterm and final. The midterm and final exam will be CLOSED BOOK/NOTE and will be true/false, multiple choice and short answer format. You will have to come to Fairfax campus for both exams. Missed exams may only be made-up with a university validated excuse.

<table>
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<tr>
<th>EXAM</th>
<th>DATES/TIMES AVAILABLE</th>
<th>TIME LIMIT</th>
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<tbody>
<tr>
<td>Mid-term Exam</td>
<td>TBD</td>
<td>1 hour and 15 minutes</td>
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<tr>
<td>Final Exam</td>
<td>TBD</td>
<td>1 hour and 15 minutes</td>
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**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 – 10%**

As stated earlier in the syllabus, participation is very important to your learning in this course. You will respond to questions that are related to the course concepts discussed in the book and online lectures. You will need to have read the textbook chapter and listened to the online lectures in order to contribute effectively to online discussions. Once you have posted to the discussion board, you can then view other students’ posts. You cannot edit submitted posts. Please see course schedule for dates and duration of each online discussion. Discussion postings must be completed by 11:30pm every Sunday. Your grade on these discussions will be based on quality of your contributions. Each recitation online you have the opportunity to earn 10 points for your participation in the dialogue and discussion. The points given will be at the discretion of your recitation instructor. If you have question regarding your discussion participation please email your recitation instructor. IMPORTANT: No credit will be given for discussion posts submitted after the deadline.
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 evaluate 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:

\[
\begin{align*}
A+ &= 970\text{pts and above} \\
A &= 930 – 969.99\text{pts} \\
A- &= 900 – 929.99\text{pts} \\
B+ &= 870 – 899.99\text{pts} \\
B &= 830 – 869.99\text{pts} \\
B- &= 800 – 829.99\text{pts} \\
C+ &= 770 – 799.99\text{pts} \\
C &= 700 – 769.99\text{pts} \\
D &= 600 – 699.99\text{pts} \\
F &= \text{Below 600}
\end{align*}
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# ONLINE 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 19th</td>
<td>Review Syllabus/Introduction</td>
<td>Chapter 1</td>
<td>Introductory Discussion Post</td>
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<tr>
<td>January 24th</td>
<td>Management Theory</td>
<td>Chapter 2</td>
<td>Discussion Reflection #1</td>
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<tr>
<td>January 31st</td>
<td>Environment of Management</td>
<td>Chapter 3</td>
<td>Discussion Quiz #1</td>
</tr>
<tr>
<td>February 7th</td>
<td>Global Management</td>
<td>Chapter 4</td>
<td>Discussion Reflection #2</td>
</tr>
<tr>
<td>February 14th</td>
<td>Planning: The Foundation of Successful Management</td>
<td>Chapter 5</td>
<td>Discussion Quiz #2</td>
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<tr>
<td>February 21st</td>
<td>Strategic Management</td>
<td>Chapter 6</td>
<td>Discussion Reflection #3</td>
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<tr>
<td>February 28th</td>
<td>Midterm Exam</td>
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<td>STUDY!</td>
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<tr>
<td>March 6th</td>
<td>Spring Break</td>
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<tr>
<td>March 13th</td>
<td>Human Resources Management</td>
<td>Chapter 9</td>
<td>Discussion Quiz #3</td>
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<tr>
<td>March 20th</td>
<td>Individual and Group Decision Making: Organizational Culture, Structure, &amp; Design</td>
<td>Chapter 7 &amp; 8</td>
<td>Team Case Analysis DUE</td>
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<tr>
<td>March 27th</td>
<td>Organizational Change &amp; Innovation</td>
<td>Chapter 10</td>
<td>Discussion Reflection #4</td>
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<tr>
<td>April 3rd</td>
<td>Managing Individual Differences &amp; Behavior/Motivating Employees</td>
<td>Chapter 11 &amp; 12</td>
<td>Discussion Reflection #5</td>
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<tr>
<td>April 10th</td>
<td>Groups and Teams</td>
<td>Chapter 13</td>
<td>Discussion Quiz #5</td>
</tr>
<tr>
<td>April 17th</td>
<td>Power, Influence &amp; Leadership</td>
<td>Chapter 14</td>
<td>Discussion Final Reflective Commentary DUE</td>
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<tr>
<td>April 24th</td>
<td>Control Systems &amp; Quality Management</td>
<td>Chapter 16</td>
<td>Discussion Team Final Paper DUE</td>
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FINAL EXAM (Non-Cumulative)
9:00-10:30am