Course Instructor: Linda Medlock
Class: Wednesday – 4:30 to 7:10 pm
CRN#: 14869
Location: Fairfax Campus, MTB 1005
Dates: January 25 – May 10, 2017
Office Hours: By appointment
Contact Information: lmedlock@gmu.edu
Cell: 571-212-6041
Website: Blackboard

Catalogue course description
Managing People and Organizations introduces key issues in management, organization behavior, and human resource management. Special attention is paid to best practices used by effective managers.

Course prerequisites
Prior to beginning the minor in business, students must have completed 30 credit hours (sophomore standing). Completion of Economics 103 is strongly preferred but not required.

Course Learning Objectives
This course will provide you with management skills as well as knowledge. This course is aimed at providing a conceptual and applied understanding of how to effectively manage and lead people to accomplish organizational goals that are aligned with the needs of stakeholders and the external environment. We will explore a variety of topics that include: (a) understanding contemporary management environments; (b) developing management skills which transfer across various organizational situations; and (c) five management functions: planning, organizing, staffing, leading, and controlling.

Although many management concepts and best practices can be effective across industries and organizations, the context (place/situation) where management occurs has implications for what constitutes effectiveness. We will review both general, effective management principles and contextual factors that may affect how management is carried out in a variety of common contexts. We will consider principles and best practices from several areas, including: human resources management, organizational behavior, and leadership.
Some examples of the skills you can gain in this course include how to:

• select the right people and place them in the right jobs
• motivate and empower people to follow your lead
• increase employee loyalty, commitment, and job satisfaction
• interact effectively with a variety of people and make decisions creatively and effectively

Course Format
This course will be interactive, requiring class participation. Rather than long lectures, we will have general discussions of the material and related case studies and/or exercises and activities that demonstrate management concepts and allow you to apply them. Many of the exercises will involve working in pairs and/or groups. Please bring your textbook to each class.

I encourage you to review your schedule for the semester and develop a plan for completing the assignments on-time. Assignments are constructed to help you achieve the goals of this course. Again, class participation is required for this course. If you are unable to meet the requirements of this course, I encourage you to take it at a time when you can. This course is designed so that all students are capable of excelling if they put in the effort.

To gain a practical understanding of course information, you are encouraged to look at both your past work experiences and those you have heard or read about, as well as those you plan to have. For example, if you plan to eventually own and manage a small IT business, consider how material discussed in class and from the textbook might apply to your professional goals.

Exams include a variety of question types. The nature of the learning objectives requires both a conceptual and applied understanding of the material. Students must demonstrate that they are able to apply the concepts, ideas, skills, and strategies to other settings appropriately. Students should understand the material, rather than memorize it.

Class participation is essential. Every class session includes case studies, exercises, group discussions, and/or video clips in addition to lecture. Although lecture and class sessions will reflect the books, additional material will be introduced and experimental learning exercises will be used to facilitate additional learning. Thus, one requirement of this course is to actively participate in in-class discussions to achieve the learning objectives.

Key to passing MBUS 301
• Read chapters before class
• Make a commitment to learn the material
• Let me know immediately if you don’t understand the material
• Ask questions and participate in class discussions
• Enjoy doing the exercises…they will help you maintain the knowledge
• Come to class on time

Grades
You will be evaluated based on participation, in-class assignments, “Interview a Manager” assignment, two exams, and a team presentation which cumulatively provides an indicator of the degree to which you meet the learning objectives. Your grades will be posted on the Blackboard Grade Book.
<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
<th>Percent</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>Class Participation (attendance, discussion,</td>
<td>20</td>
<td>10 %</td>
<td>ongoing</td>
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<tr>
<td>exercises, case studies, assignments)</td>
<td></td>
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</tr>
<tr>
<td>Exam #1</td>
<td>50</td>
<td>25 %</td>
<td>3/1</td>
</tr>
<tr>
<td>Exam #2</td>
<td>50</td>
<td>25 %</td>
<td>5/10</td>
</tr>
<tr>
<td>Interview a Manager</td>
<td>30</td>
<td>15 %</td>
<td>4/12</td>
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<tr>
<td>Group Article Presentation</td>
<td>40</td>
<td>20 %</td>
<td>4/19, 4/26, 5/3</td>
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<tr>
<td>Group Article Presentation Peer Review</td>
<td>10</td>
<td>5 %</td>
<td></td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>200</strong></td>
<td><strong>100</strong></td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>180 and above</td>
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<tr>
<td>B+</td>
<td>174-179.99</td>
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<tr>
<td>B</td>
<td>160-173.99</td>
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<tr>
<td>C+</td>
<td>154-159.99</td>
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<tr>
<td>C</td>
<td>140-153.99</td>
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<tr>
<td>D</td>
<td>120-139.99</td>
</tr>
<tr>
<td>F</td>
<td>Below 120</td>
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</table>

**Class Participation (20 points or 10%)** Although class sessions will reflect the textbook, case studies/group discussions and experiential learning/skill building exercises will be used to facilitate learning. A requirement of this course is to participate during class sessions to ensure that you achieve the learning objectives. Failure to participate in class will negatively impact your final grade for the course. Just signing in does not mean you get an A. Your 20 point participation grade will be formally evaluated based on the following criteria:

- Quality of your contributions to our class discussions. Simply coming to class does not constitute full participation.
- Engagement in group activities
- Demonstrated active listening during the class (e.g., no disruptive chatting, texting, etc.)
- Preparedness - (e.g., read assigned readings)
- Absences, arriving late, and leaving early will negatively impact your participation grade
- Text messaging during class will negatively impact your participation grade
- Participation points are tracked throughout the semester. If you have any concerns about your participation grade at any point during the semester, please ask me.

You are expected to sign-in at the beginning of each class. Your signature indicates your presence during the entire class. An excuse of “I was there but forgot to sign the sheet” at the end of the semester will *not* be accepted. Records of your signatures will be kept as documentation and a *component* of your class participation grade. Additionally, please be respectful of your classmates and me by coming to class on time. Excessive lateness will not be tolerated because it is distracting and disrupts the flow of the class.

**Exams (100 points or 50%)**
There will be two non-cumulative exams comprised of multiple choice test questions. The exams will cover the chapters assigned in the book, additional assigned readings (if any), and material
covered and discussed in the lectures. Exams total 50% of your individual grade. **On the days of the exams, please bring at least two sharpened #2 pencils and the Scantron forms.**

**Interview a Manager (30 points or 15%)**
Students will have the opportunity to interview any manager of choice. This assignment is an excellent way to network and conduct an “informational interview”. Students create a list of approximately 10 questions, and setup a personal or telephone interview with a manager, director, vice president or someone in a leadership role to discuss management concepts. In addition to typing the questions you asked in the interview (which must be stapled to the back of the paper), you will write a 2-3 page summary of what you learned. **DO NOT LIST QUESTIONS AND ANSWERS.** This is to be an academic paper about the interview and what you learned. (Double spaced, 12pt Times New Roman font with 1 inch margins). **You are responsible for finding your own manager to interview and to prove you conducted the interview by submitting a business card. One point deducted each week, if submitted late.**

Grades for the paper will reflect quality of work, including proper grammar, correct spelling, complete sentences, clarity and thoroughness of your writing, etc.

**Group Article Presentation (40 points or 20%)**
This assignment ensures students read newspaper articles or academic journal articles often and this assignment also develops good long term habits. You will be assigned to a small group of four-five students. Teams will select a current published article about a company related to management. The article must be published within the last twelve months. Approved sources include business magazines, academic journals, periodicals, newspapers or GMU library reserves. The team will give a 10-15 minute oral presentation to the class that summarizes the article and gives the team’s impressions or opinion/critical analysis of the article (company they researched and studied) and how it relates to the textbook concepts. Each member is required to show participation. Teams will distribute a copy of the article to the professor and be prepared to field questions. Use your imagination here—today’s news includes many articles relevant to management. You will be given time during class to work on your teams. **The presentation itself is worth up to 40 points. (Every group member will receive the same grade UNLESS a group member is absent; that member’s grade will be negatively impacted).**

**Group Article Presentation Peer Review (10 points or 5%)** In school, at work, and in other types of group activities, we all know that some group members participate and contribute more than others. We will discuss this during Chapter 10. Each group member will complete a Peer Review and submit it at the close of your presentation. This document is part of the course Rubics on the course site.

**GENERAL INFORMATION**

**APPOINTMENTS AND E-MAIL**

Students must use their MasonLive email account to receive important University information, including messages related to this class. 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.
**CLASS ETIQUETTE**

MBUS 301 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 silent 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 or if you are using an electronic version of the textbook.

**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:* 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. Once you have reviewed a classmate’s notes, if you have targeted, specific questions on material covered, I will gladly meet with you to answer your questions. However, I will not have time to “re-do” the lecture, nor will I provide additional class notes.

*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, one point will be deducted immediately. 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.
**MASSON DIVERSITY STATEMENT**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources. Mason strives to maintain a quality environment for work, study and person growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason’s commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. This aim to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

**ACADEMIC INTEGRITY**

**Honor Code:** The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code (http://academicintegrity.gmu.edu/honorcode/) with clear guidelines regarding academic integrity. Understanding the Honor Code is your responsibility. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct.

**Plagiarism:** Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. 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.
INCLEMENT WEATHER

Students can sign-up for the Mason Alert System to provide emergency information of various sorts at [http://alert.gmu.edu](http://alert.gmu.edu). An emergency poster exists in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists at [http://www.gmu.edu/service/cert](http://www.gmu.edu/service/cert).

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/](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.

ACCOMMODATION 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](http://ods.gmu.edu)) to determine the accommodations you need; and (2) talk with me to discuss your accommodation needs.
## COURSE SCHEDULE***

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignments for Today</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/25/17</td>
<td>Review of Syllabus &amp; Introductions</td>
<td>Syllabus Chapter 1</td>
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<td></td>
<td></td>
<td>Managing Effectively in a Changing World</td>
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<tr>
<td>2</td>
<td>2/1</td>
<td>Communicating</td>
<td>Chapter 13</td>
<td></td>
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<tr>
<td>3</td>
<td>2/8</td>
<td>Ethics and Corporate Responsibility; Strategic Planning and Decision Making</td>
<td>Chapters 4 &amp; 5</td>
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<tr>
<td>4</td>
<td>2/15</td>
<td>Organizing for Action</td>
<td>Chapter 7</td>
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<tr>
<td>5</td>
<td>2/22</td>
<td>Managing Human Resources</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3/1</td>
<td>Exam #1 – Chapters 1, 4, 5, 7, 8, and 13</td>
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<tr>
<td>7</td>
<td>3/8</td>
<td>Managing Diversity and Inclusion</td>
<td>Chapter 9</td>
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<td></td>
<td>3/15</td>
<td>Spring Recess</td>
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<tr>
<td>8</td>
<td>3/22</td>
<td>Leadership</td>
<td>Chapter 10</td>
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<td>9</td>
<td>3/29</td>
<td>Motivating People</td>
<td>Chapter 11</td>
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<td>10</td>
<td>4/5</td>
<td>Teamwork</td>
<td>Chapter 12</td>
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<tr>
<td>11</td>
<td>4/12</td>
<td>Innovating and Changing</td>
<td>Chapter 15</td>
<td>Interview Manager Paper Due</td>
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<tr>
<td>12</td>
<td>4/19</td>
<td>Group Presentations</td>
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<tr>
<td>13</td>
<td>4/26</td>
<td>Group Presentations</td>
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<tr>
<td>14</td>
<td>5/3</td>
<td>Group Presentations</td>
<td></td>
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<tr>
<td>15</td>
<td>5/10</td>
<td>Exam #2 – Chapters 9, 10, 11, 12, and 15</td>
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*** Please note: This schedule is subject to change should a need arise ***