

Feb 19th, 2024



School of Business

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MGMT 303 Ko1 – Principles of Management

Professor: Leo Jung, Ph.D.

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Class Time & Location: Monday 05:00p.m.~07:40p.m., G101

Office: G628, Mason Korea Building

Office Hours: By appointment, Monday 12:00p.m.~01:00p.m.

Course Description

MGMT 303 Ko1 explores learning opportunities of students on the fundamental theories and concepts of management by examining the nature of managerial work under a range of business models and under rapidly changing business environments. Managerial functions such as planning, organizing, leading, and controlling are examined in the context of current organizations. In this class, you will assume a manager, and practice the role in the organization. Students will have the chance to develop managerial capacity through in-class case discussions. Term projects which demand your strategic decision making for the provided case will develop your managerial capability.

GMU School of Business Undergraduate Program Learning Goals

- Goal 1: Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business.*
- Goal 2: Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing.*
- Goal 3: Our students will demonstrate technical and analytic skills appropriate for success in business.*
- Goal 4: Our students will demonstrate an understanding of and the ability to apply knowledge of core business disciplines including accounting, finance, information systems, management, marketing, and operations management.*
- Goal 5: Our students will demonstrate knowledge and skills appropriate for specialization in their majors.*
- Goal 6: Our students will demonstrate an understanding of how research in the business disciplines contributes to knowledge and how such research is conducted.*

MGMT 303 K01 Course Objective

Course objective is to provide students capability to:

1. Discuss the process of managing organizations, kinds of problems, and issues which contemporary managers face; to acquaint students with the principles and models used by management to deal with these issues and problems.
2. Explain, in particular, the management functions of planning, organizing, leading, and controlling and to identify their contribution to management of organizations.
3. Articulate the role of managers in organizations.
4. Describe the organization as a total dynamic system that interacts with its environment.
5. Compare theoretical approaches of management discussed in classes with how management is performed by managers in actual organizations.

The attainment of these objectives will be regularly evaluated and discussed throughout the semester. Assignments and exams are strategically designed to assess the progress toward achieving the course objectives.

I will manage this course utilizing experiential and action learning approaches (e.g., case studies, role-playing, group dynamics, and the flipped classes) in addition to the traditional lecture-based teaching method.

Course Materials

1. Textbook: Ricky W. Griffin, **Fundamentals of Management (8th edition)**, Cengage Learning. Materials from this book will be particularly helpful for those students who want to obtain additional reinforcement on some course topics.
2. Management articles. I have created a course on Blackboard where you can download some of course materials. Please bring a copy of relevant articles with you to each class.

Evaluation

The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Suitable evaluations of your performance during the semester are essential to intensify your learning, and ensure high quality educational programs. The Leo's Learning Triangle for the higher education consists of lectures, quizzes, case discussions, midterm and final exams, and role-playing activities which assume real business situations. Lectures supply you the basic theories, terminologies, and perspectives for the principles of management. I have designed case discussions as cornerstones of the learning process. The case discussions will provide you second-hand experiential learning opportunities.

Case Discussions (210 points)

The active-learning nature of this course requires your proactive participation in case discussions and willingness to share your insight with other students. I will consider the number of your effective comments in the discussions as a measure for the proactive

participation. I will adopt **flipped classes** for the case discussions. I will divide this class into small discussion groups, if needed. A facilitator will be designated for each discussion group in advance. As an assumed major instructor for the case discussions, the facilitator should prepare his or her instruction plan for managing the discussion and induce active participations of member students in the discussion group. The facilitator will also evaluate the quantity and quality of member students' comments during the case discussion. The roles of facilitators as assumed instructors are very important to make meaningful case discussions. I will give them, the facilitators, excellent scores for their designated cases, if they meet requirements in advance. I will post the evaluation result of the case discussions for your reference on the MGMT 303 Blackboard. Due to the pandemic situation, some discussions might be accomplished via online. In that situation, I will give students the guide how to accomplish case discussions via online.

Score	Evaluation Criteria for Case Discussions
210	Excellent: Constructively participates in the case discussions; consistently demonstrates insight by making statements that add to the case discussions. The quality adjusted number of comments for this score will be informed to students in advance.
180	Good: Effectively participates in the case discussions. The quality adjusted number of comments for this score will be informed to students in advance.
144	Normal: Normally participates in the case discussions. The quality adjusted number of comments for this score will be informed to students in advance.
108	Poor: Occasionally be unengaged in the specific case discussions; is disruptive and distracting in discussions. The quality adjusted number of comments for this score will be informed to students in advance.
0	Fail: Is unengaged or fails to participate in the specific case discussions. The student does not attend the case discussions.

(Remark: The point of each grade for a case discussion will be calculated based on total numbers of cases)

Cases for discussions will be selected mainly from the textbook (see course schedule). Bring to class the textbook and your notes about the cases to support the case discussions.

Kingston Family Vineyards Case Reports (50 points)

Students will create strategic consulting reports for the CEO of Kingston Family Vineyards who wants to find future strategic options. In these missions, students assume as strategy consultants for the CEO, and develop their strategy consulting reports (role-playing). Detailed instructions for this assignment will be provided in the class.

The Self-testing quizzes (80 points)

The quizzes are designed for enforcing your understanding of the contents learned in classes. After lectures, I will upload quizzes for the lectures on Assignments section of the MGMT 303 Blackboard as a homework. If you solve a quiz till due date, you can get the points assigned to the quiz. You can take the quizzes several time until you get full score before the due date.

Attendance for the Lecture Classes (260 points)

Lectures are basis for your understanding about principles of management. I will give assigned points to students who participate lectures on time. I will deduct points if you are late for lecture classes. If the class are held via online, I will give you the attendance point if you watch the lecture video in the Blackboard on the designated class day. At 11:59 pm of the online class day, I will monitor activities of students in the MGMT 303 Blackboard. If you are ill, or quarantined, contact me before the specific class. I will give you alternative ways to make up missed lecture classes. Details will be discussed in the classroom.

Mid-Term (200 points) and Final Examination (200 points)

Exams will consist of multiple-choice questions, fill in the blank questions, and essay type questions. The exams will cover the contents discussed in the lectures, and materials provided in the classes. The modality of the exams (face to face in the class, online with Respondus Lockdown Browser and Monitor) will be announced in the class in advance

Grading

I take grading seriously and I assign grades with care and thought. In general, the more proactive you are in dealing with your coursework, the less of a likelihood there will be of a grade “problem” or surprise. Attendance with active participation in the case discussions is critical to the overall performance.

Grading weights for class activities

Attendance for Lectures – 26%, Case Discussions – 21%, Midterm Exams – 20%, Final Exams – 20%, Quizzes – 8%, Kingston Case Report – 5%,

Grading Scale:

Letter	Grade Scale
A+	970~1000
A	940~969
A-	900~939
B+	870~899
B	840~869
B-	800~839
C+	770~799
C	700~769
D	600~699
F	Below 599

Appointments and E-Mail

I strongly urge you to contact me to ask questions, clarify assignments, or obtain additional help via online or face to face meeting. It is best to contact me via **e-mail** to ask a question or to make an in-person appointment.

Electronic Devices

Cell phones, laptops, tablets, etc. must remain on silence during the in-person lecture class. Use of electronic devices during the class is allowed for checking materials in the course Blackboard, and using comment files in the case discussion etc. Use of them during lecture or class exercises should not give impact negatively to other students and the instructor. The computer will be used for the facilitators who evaluate participation of group member students.

Lateness, Absences, and Make-up Exams

Lateness: Lateness is disruptive and disrespectful to both me and to your fellow students. Every effort should be made to be in class on time and ready for the topics of the day.

Late Work: Assignments delivered late will be penalized 10% for each day missed, if it is not articulated differently in 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 classes and may not be captured on the other method.

Make-up Exams: Make-up examinations will not be given unless a student has a university-validated excuses. You should notice your official excuses **in advance** of the examination.

Disability Accommodations

Disability Services at Mason Korea is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <https://masonkorea.gmu.edu/resources-and-services/disability-services> for detailed information about the Disability Services. Then please discuss your approved accommodations with me.

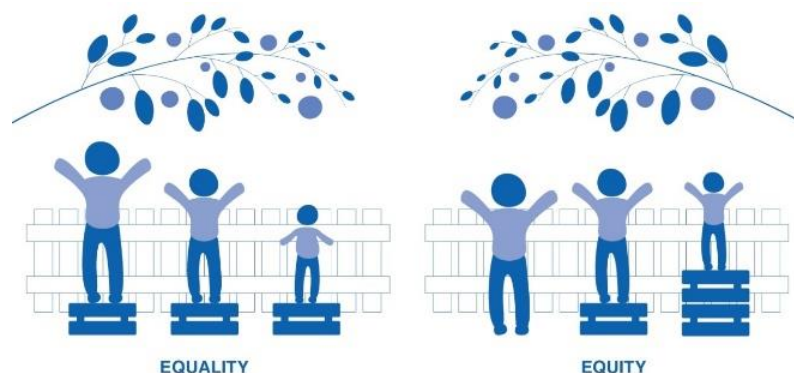
DEI (Diversity, Equity and Inclusion)

Mason Korea, an intentionally inclusive community, promotes and maintains an equitable and inclusive learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and disability.

Diversity, equity, and inclusion are three different yet related concepts. Diversity refers to the practice of including or involving persons with various group identities (e.g., race, ethnicity,

gender) within a workplace or class. Although the terms equality and equity have been used interchangeably by some, the terms have different meanings. Consider figure below. The equality image shows three people who each have the same opportunity to view what is over the fence and are provided with one crate to view it. However, even with the crate the fence is a barrier to the one individual who is not tall enough to see over the fence. While this is equality, since all were provided an opportunity to see what is over the fence and stand on a crate to do so, it is not an equitable opportunity.

Figure: Equality vs. Equity



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Community Standards of Behavior

High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Think about this class as a job interview. Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you text during a job interview? Would you demonstrate respectful and civilized word choice? Students, program participants, faculty, staff, and alumni accept these principles when they join the School of Business community. In doing so, they agree to abide by the following MGMT 303 Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. The School of Business can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the School of Business. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

Academic Integrity & Title IX

It is expected that students adhere to *the George Mason University Honor Code* as it relates to integrity regarding coursework and grades. *The Honor Code* reads as follows: “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 *Honor Code*: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” More information about *the Honor Code*, including definitions of cheating, lying, and plagiarism, can be found on the Committee of Academic Integrity’s website at <http://masonkorea.gmu.edu/mkaa/cai>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason Korea’s Deputy Title IX Coordinator pursuant to University Policy 1202 and 1412. If you would like to speak confidentially with the Mason Korea counselor, please see <https://masonkorea.gmu.edu/resources-and-services/counseling-and-wellness> for more information. For more information about what Title IX is, please see <https://masonkorea.gmu.edu/resources-and-services/title-ix>.

Course Schedule

Please note that the schedule and class formats (face to face, online, and hybrid) are subject to change. Due date means assignments should be completed till 11:59p.m. on a specific day. Adjustments will be discussed throughout the semester.

Week (Dates)	Topics (Activity)	Assignments	Due Dates
Week 1 (Feb 19)	Part I Syllabus Review Part II Policy for Course Management (Presentation: Instructor)	Reading: textbook chapter 1, 2	Feb 25
Week 2 (Feb 26)	Part I Understanding the Manager's Job (Lecture 01: Chapter 1) Part II The Environments of Organizations and Managers / Guide for Case Discussion (Lecture 02: Chapter 2)	<ul style="list-style-type: none"> Facilitators of case 01 and case 02: upload instruction plans Other students: prepare case discussions with their facilitators' instruction plans Reading: textbook chapter 3 Quiz 1 for chapter 1, 2 	Feb 29 Mar 3 Mar 3 Feb 29
Week 3 (Mar 4)	Part I Planning and Strategic Management (Lecture 03: Chapter 3) Part II (Case Discussion) <ul style="list-style-type: none"> Case 01: Some Keys to Making a Steinway, Textbook pp. 29-31 Case 02: Is Fair Trade a Fair Trade-Off? Textbook pp. 61-63 (Facilitators: Students) 	<ul style="list-style-type: none"> Facilitators of case 03 and case 04: upload instruction plans Other students: prepare case discussions with their facilitators' instruction plans Reading: textbook chapter 4 	Mar 7 Mar 10 Mar 10
Week 4 (Mar 11)	Part I <ul style="list-style-type: none"> Managing Decision Making I (Lecture 04: Chapter 4) Case 03: Acting on a Strategic Vision, Textbook pp. 94-95 Part II <ul style="list-style-type: none"> Managing Decision Making II Case 04: The Verdict on Groupthink, Textbook pp. 122-124 (Facilitator: Students) 	<ul style="list-style-type: none"> Facilitators of case 05 and case 06: upload instruction plans Other students: prepare case discussions with their facilitators' instruction plans Reading: textbook Chapter 5 Quiz 2 for chapter 3, 4 	Mar 14 Mar 17 Mar 17 Mar 14

Week (Dates)	Topics (Activity)	Assignments	Due Dates
Week 5 (Mar 18)	Part I Entrepreneurship and New Venture Management (Lecture 05: Chapter 5) Part II (Case Discussion) • Case 05: Putting the Greek into Yogurt, Textbook pp. 127-129, 157 • Case 06: The Creative Imprint of Bigfoot, Textbook pp. 155-157 (Facilitators: Students)	• Facilitators of case 07 and case 08: upload instruction plans • Other students: prepare case discussions with their facilitators' instruction plans • Reading: textbook chapter 6	Mar 21 Mar 24 Mar 24
Week 6 (Mar 25)	Part I Organization Structure and Design (Lecture 06: Chapter 6) Part II (Case Discussion) • Case 07: Authority and Functions at A&F, Textbook pp. 159-161, 189 • Case 08: The Alliance Maze, Textbook pp. 187-189 (Facilitators: Students)	• Facilitators of case 09 and case 10: upload instruction plans • Other students: prepare case discussions with their facilitators' instruction plans • Reading: textbook chapter 7 • Quiz 3 for chapter 5, 6	Mar 28 Mar 31 Mar 31
Week 7 (Apr 1)	Part I Organization Change and Innovation (Lecture 07: Chapter 7) Part II (Case Discussion) • Case 09: Cultivating Innovation at IKEA, Textbook pp. 191-194, 221 Case 10: The Science of the Deal, Textbook pp. 219-220 (Facilitator: Students)	• Quiz 4 for chapter 7 • Prepare Mid-term Examination - Study textbook chapter 1~chapter 7	Apr 4 Apr 14
Week 8 (Apr 8)	Spring Recess (no classes)		
Week 9 (Apr 15)	Mid-term Exam (The exam will be taken in the classroom using Respondus Lockdown Browser)	Reading: textbook chapter 8, 9	Apr 21

Week (Dates)	Topics (Activity)	Assignments	Due Dates
Week 10 (Apr 22)	Part I Managing Human Resources in Organization (Lecture 08: Chapter 8) Part II Basic Elements of Individual Behavior in Organization (Lecture 09: Chapter 9)	<ul style="list-style-type: none"> Facilitators of case 11 and case 12: upload instruction plans Other students: prepare case discussions with their facilitators' instruction plans Reading: textbook chapter 10 	Apr 25 Apr 28 Apr 28
Week 11 (Apr 29)	Part I Managing Employ Motivation and Performance (Lecture 10: Chapter 10) Part II (Case Discussion) <ul style="list-style-type: none"> Case 11: The Temptations of Temping, Textbook pp. 255-257 Case 12: Is Anybody in Control Here? Textbook pp. 287-289 (Facilitator: Students) 	<ul style="list-style-type: none"> Facilitators of case 13 and case 14: upload instruction plans Other students: prepare case discussions with their facilitators' instruction plans Reading: textbook chapter 11 Quiz 5 for chapter 8, 9 	May 9 May 12 May 9 May 2
Week 12 (May 6)	Children's Day – Alternative Holiday (no classes)		
Week 13 (May 13)	Part I Leadership and Influence Process (Lecture 11: Chapter 11) Part II (Case Discussion) <ul style="list-style-type: none"> Case 13: The Law of Diminishing Motivation, Textbook pp. 321-323 Case 14: Abuse of Power, Textbook pp. 356-357 (Facilitator: Students) 	<ul style="list-style-type: none"> Reading: textbook chapter 12, 13 Reading: Kingston Family Vineyards Case Quiz 6 for chapter 10, 11 	May 12 May 12 May 2
Week 14 (May 20)	Part I Communication in Organization / Managing Work Groups and Teams (Lecture 12: Chapter 12, 13) Part II Guide for creating Kingston Case Report (Facilitator: Instructor)	<ul style="list-style-type: none"> Facilitators of case 15 and case 16: upload instruction plans Other students: prepare case discussions with their facilitators' instruction plans Reading: textbook chapter 14,15 Quiz 7 for chapter 12, 13 	May 23 May 26 May 26 May 23

Week (Dates)	Topics (Activity)	Assignments	Due Dates
Week 15 (May 27)	Part I Basic Elements of Control / Managing Operations, Quality, and Productivity (Lecture 13: Chapter 14, 15) Part II (Case Discussion) • Case 15: The Converse of In-Person Communication, Textbook pp. 387-389 • Case 16: On the One Hand (or Maybe on the Other Hand), Textbook pp. 419-421 (Facilitator: Students)	• Facilitators of case 17 and case 18: upload instruction plans • Other students: prepare case discussions with their facilitators' instruction plans • Quiz 8 for chapter 14, 15	May 30 Jun 2 May 30
Week 16 (Jun 3)	Part I (Case Discussion) • Case 17: Using Control at J.P. Morgan, Textbook pp. 453-454 • Case 18: Amazon Rekindles Its Flair for Technology, Textbook pp. 486-488 (Facilitator: Students) Part II Write Kingston Case Report (Self-study: Students)	• Complete Kingston Case Report and upload the report on the Blackboard	Jun 7
Week 16 (Jun 5)	• Reading Day (no classes)	• Prepare Final Exam - Study textbook chapter 8 ~ chapter 15	Jun 9
Week 17 (Jun 10)	• Final Exam (The exam will be taken in the classroom using Respondus Lockdown Browser)		
Week 17 (Jun 15)	Grades Conferral (Preparation: Instructor)		