COURSE NUMBER: BADM 3103

COURSE TITLE: Human Capital in Organizations

COURSE DESCRIPTION: This course will increase your understanding of how to lead individuals, groups, and organizations effectively. You will learn about yourself as a leader, how to make effective decisions, influence and motivate others, manage diversity, tap into the human and social capital of organizational members, optimize teams, and drive organizational change.

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FACULTY BIO

Margaret Ormiston is on the faculty in Management at George Washington University. Prior to joining GW, Margaret was on the faculty at London Business School. She received her doctorate in Business Administration and Industrial Relations from University of California, Berkeley. Prior to obtaining her Ph.D., Margaret worked as a research analyst at the Center for Effective Organizations, at the University of Southern California and as a research analyst at a litigation consulting firm in Los Angeles. Her research examines the underlying psychological processes that influence team and organizational performance in small groups as well as top management teams. Margaret’s research is published in leading academic journals including Academy of Management Journal, Journal of Applied Psychology, Psychological Science, Personnel Psychology, and Leadership Quarterly.

Margaret teaches on the MBA and undergraduate programs at GW as well as executive education programs at London Business School. Her co-led course, Leading Teams for Emerging Leaders, is consistently rated as one of the top executive education programs in organizational behavior at London Business School. She has taught and consulted with numerous global and start-up organizations including Ericsson, Prudential, Deutsche Bank, Oman Oil, HSBC, and Vinted.

COURSE OBJECTIVES:

Human capital is the collective knowledge, skills, networks, and other intangible assets of individuals that can be used to create economic value for the individuals, their organizations, and
other stakeholders. Managing human capital effectively is no longer an option in a complex and fast-paced economic environment, but a requirement for successful organizations and leaders. This course is one of the core building blocks of an education in management and business administration. A variety of teaching methods are used including experiential learning -- activities and exercises that put students in situations to experience them in real time. Beyond gaining a better understanding of the management of human capital, you may also learn something about yourself in the process. How do you function within an organization, whether it’s a business, non-profit, government, religious organization, sports team, fraternity/sorority, or other campus and non-campus organization?

LEARNING OBJECTIVES:

1) Gain knowledge of concepts drawn from human resource management and organizational behavior.

2) Apply these concepts to individual, group/team, and organizational scenarios through experiential exercises, cases, and projects.

3) Develop skills in analyzing and evaluating human capital problems and determining appropriate solutions.

To maximize your learning and meet these goals you should:

• Be prepared. The reading and case preparations take a substantial amount of time. Be sure you are able to summarize the assigned readings and apply the materials to case discussions. Case preparation requires that you are ready at the beginning of class to 1) summarize the background facts 2) identify the pressing issues and 3) defend your recommended actions.

• Engage in constructive discourse. Constructive discourse requires that you are willing to honestly share your own views and that you are considerate of others’ views. This requires both respect and candor from every member of the class.

REQUIRED READING:

- Human Capital in Organizations (HCO) -- McGraw-Hill Create Custom Publishing (only available at the GW Book Store)
- Handouts: Available through Blackboard
- New York Times and Harvard Business Review articles through GW library system

GRADING:

• Midterm exam (20%)
• Individual assignment (10%)
• Group project (25%)
• Final exam (25%)
• Class participation/attendance (20%)

ASSIGNMENTS:

• Midterm and Final Exams. The exams will consist primarily of short essay questions addressing concepts, theories, and facts from the class readings, cases, lectures, and discussions. The exams will be closed book, closed notes. All students are required to take the midterm and exam during the prescribed date/time. If an emergency arises that prevents you from taking the Final Exam, you must notify me in advance. Do not call the day of the exam and say that you are too sick to take the exam and too sick to go to a doctor. A missed exam requires documentation in order for a make-up (e.g., a written doctor’s excuse).

• Individual assignment: Your individual assignment for completing this course is to write a personal development plan for developing some aspect of your leadership. This plan should be a two-part document that includes a GAPS (Goals, Abilities, Perceptions, and Standards) analysis of your current leadership capabilities and looking ahead for the next 18 month to 2 years as you enter the job market. The second part of your plan should be a written plan to develop one of your goals (only one) and strategies from your Personal Developmental Planning Worksheet. Further information will be provided in class and on Blackboard. A template for this assignment is on Blackboard, under Assignments. Due September 26th.

• Team Project: All students will be assigned a team project the week of September 26th. More information about the team project is available on Blackboard.

• Class Participation: Your class participation grade will reflect your contributions to in-class exercises and discussions of the case and course material. Your grade on class participation will be based not only on the frequency of participation (neither too much nor too little) but also on the quality of your contributions to the ongoing discussion and your success in leading the discussion in productive, analytical directions. Comment quality will be assessed using the following criteria (in order of importance):
  • Relevance: How is the comment related to the current discussion?
  • Accuracy: Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures?
  • Logic: Can you explain the reasoning behind your comment using clear evidence and arguments?
  • Integration: Does your comment move the discussion forward by building on previous contributions with new insights?
  • Individuality: Does your comment contribute a new perspective to the discussion, or does it simply repeat what others have already said?
Additionally, your class participation grade also includes avoiding unprofessional behavior (cell phone use, text messaging, **LEAVING THE ROOM IN THE MIDDLE OF A CLASS SESSION, COMING LATE TO CLASS**, inappropriate comments, treating others with a lack of respect) as well as completing your personality assessment (NEO) on time.

**SOCIAL CONTRACT ISSUES:**

**Class Format & Preparation**

This course will rely heavily on class participation. I will expect that you will come to class ready to share your opinions and ideas. Be respectful during class discussion – one person speaks at a time, be respectful of other views, work together to create a positive and challenging atmosphere. Class will begin and end on time (do not be habitually late or constantly leave early). **Make it a point to go to the restroom before class (see me if you have a medical condition that warrants leaving during the class session). If you must use the restroom, you must leave your cell-phone in the classroom.** Properly dispose of beverage containers and trash that you bring into the classroom.

**Laptop/Electronic Gadgets**

Turn off cell-phones and put them in your backpack. I do allow laptops/tablets for course-related activities (e.g., looking at the case, note taking). I strongly encourage you to not be tempted to use your laptop/tablet for non-course related activities. Research indicates negative performance outcomes for students who engage in non-course related electronic activities, as well as negative performance outcomes for those who sit nearby and behind students who are engaged in non-course related electronic activities. **Therefore, you are permitted to use laptops during class sessions for case viewing/note-taking purposes only. However, if you are using your laptop/tablet, I reserve the right to cold call you.**

**ACADEMIC INTEGRITY:**

The code of academic integrity applies to all courses in the George Washington School of Business. Please become familiar with the code. All students are expected to maintain the highest level of academic integrity throughout the course of the semester. Please note that acts of academic dishonesty during the course will be prosecuted and harsh penalties may be sought for such acts. Students are responsible for knowing what acts constitute academic dishonesty. The code may be found at: [http://www.gwu.edu/~ntegrity/code.html](http://www.gwu.edu/~ntegrity/code.html)

When writing a paper, if you have taken text and/or ideas from a source other than yourself, then that must be properly cited. Any alleged violations of the Code will be brought to the attention of the Office of Academic Integrity. Any acts of academic dishonesty will result in a failing course grade and any other academic sanctions that are allowed for in the Code. The instructor will utilize turnitin, viper, and paperrater to check for plagiarism for group projects. **In terms of the group project, if a portion of the project violates the Code, all group members are held accountable and will receive the same punishment for Code violations.**
UNIVERSITY POLICIES:

Religious Accommodation

Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: gwired.gwu.edu/dss/

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. counselingcenter.gwu.edu/

SCHEDULE OF SESSIONS

Session 1: Course Introduction (August 29th)

To Prepare Before Class:
• HCO (pp. 34-48): Organizational Behavior and Your Personal Effectiveness

In-Class:
• Introduction and overview of course
• What is organizational behavior?
• Why is organizational behavior important?

SEPTEMBER 5th NO CLASS LABOR DAY

Session 2: Understanding Personality (September 12th)

To Prepare Before Class:
• HCO (pp. 49-68): Organizational Behavior and Your Personal Effectiveness
• Complete NEO survey (will receive email; DUE SEPTEMBER 6th)
In-Class:
- What is personality?
- Impression management and self development
- Thin slice research

Session 3: Motivation (September 19th)

To Prepare Before Class:
- HCO (pp. 112-135): Motivating Others

In-Class:
- What is motivation? What motivates us? What motivates others?
- Class exercise
- Theories of motivation

Optional Readings (to complete after class):
- More on Orpheus: http://www.fastcompany.com/39214/leadership-ensemble

Session 4: Influence (September 26th)

INDIVIDUAL ASSIGNMENT DUE

In-Class:
- Video Case: 12 Angry Men
- Job Negotiation Exercise

Readings after Class:
- HCO (pp. 190-225): Using Power and Influence

Optional Readings (to complete after class):
Session 5: Work on team project (October 3rd)

We will not meet as a class on October 3rd. Instead you must meet as a team to do the following:

- Complete and sign team contract (all group members must sign). Part of this portion of your meeting should involve a discussion of your personality profiles and they might create synergies or potential losses within the team. This should take approximately 1-1.5 hours to discuss the various factors a team might face and what is most relevant to your team.
- Generate 2 hot topic ideas: What is the OB topic and why is it important? Please write a brief synopsis (a short paragraph) of the phenomenon/research of interest and how you might apply it to management. This should take approximately 1-1.5 hours to brainstorm on various topic ideas and narrow down your choice to two ideas.
- One member of each team must email both the contract and ideas to me (mormiston@gwu.edu) by 5pm October 3rd.

Session 6: Leadership (October 10th)

To Prepare Before Class:
- HCO (pp. 226-256): Leading Others

In-Class Exercise:
- Tower building
- Theories of leadership

Readings (to complete after class):

Session 7: Selection and socialization (October 17th)

To Prepare Before Class:
- HCO (pp. 342-371): Recruiting, Selecting and Retaining Talent
- CASE: SG Cowen New Recruits

Discussion questions to help prepare for case discussion:
- What are the key decision points used by SG Cowen in making hiring decisions? What is your evaluation of the process used by the firm? How can it be improved?
- What is your evaluation of the criteria used by this organization in making hiring decisions?
- What can we do to ensure that we judge others accurately? What can we do to ensure that others do the same for us?

In-Class:
- In class case discussion
- Video case: Shackleton
o How does Shackleton select and socialize his team?
o What leadership characteristics does he use to guide his team on their expedition?

OCTOBER 24th NO CLASS FALL BREAK

Session 8: Employee Performance Management (October 31st)

To Prepare Before Class:
- HCO (pp. 154-188): Managing Employee Performance
- Read Wolfgang Keller (A) case

Discussion questions to help prepare for case discussion: Put yourself in the shoes of Wolfgang Keller and ask yourself the following questions:
- Who is Wolfgang Keller?
- What are Keller’s key strengths and weaknesses?
- What important issues does Keller face? What are the most pressing problems he needs to address upon his return to the Ukraine?
- How do you suggest he manage Brodsky?
- What would you recommend to Keller to improve his effectiveness and chances of success?

In-Class:
- Discuss case
- Role play on giving feedback

Session 9: Midterm Exam (November 7th)
Information about the midterm exam will be available on Blackboard.

Session 10: Introduction to teams (November 14th)

To Prepare Before Class:
- HCO (pp. 258-293): Managing Employee Performance

In-Class:
- Team exercise: Project planning

Optional Readings (to complete after class):

Session 11: Managing team decision making (November 21st)

In-Class Exercise:
- Speed Ventures

Readings (to complete after class):
• HCO (pp. 70-110): Solving Problems

**Session 12: Managing diversity (November 28th)**

In-Class Exercise:
• Group Decision-Making Task

Readings (to complete after class):
• HCO (pp. 318-325): Diversity section of Culture and Diversity chapter

**Session 13: Ethics and Procedural Justice and Class Presentations (December 5th)**

To Prepare Before Class:
• HCO (pp. 372-404): Procedural Justice and Ethics
• Role play preparation: you will experience being terminated and terminating someone else. To prepare for this role play imagine the experience of terminating/being terminated (the emotions, cognition etc). What steps would you need to take to prepare? Has anyone you know been terminated/terminated someone? If so, talk to them about the experience and how they managed it. Be prepared to actively and seriously engage in the role play as well as the debrief afterwards. NOTE: It is critical that you notify me ahead of class if you will be absent so that your absence does not adversely affect your fellow students.

In-Class:
• Role play exercise (Termination)
• Class presentations of group project (4-5 presentations)

Optional Readings (to complete after class):

**Session 14: Culture, Course Wrap Up and Class Presentations (December 12th)**

**GROUP PAPER DUE**

To Prepare Before Class:
• HCO (pp. 294-341; i.e., everything but 318-325): Culture section of Culture and Diversity chapter

In-Class Exercise:
• Q-sort exercise
• Class presentations of group project (4-5 presentations)
FINAL EXAM DATE BASED ON THE FINAL EXAM SCHEDULE