Instructor: Professor Patrick McHugh – mchughp@gwu.edu (994-3712) – 315G Funger Hall

Office Hours: Thursday 2:00 – 4:00pm; or by appointment

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.

Required Reading:

- Human Capital in Organizations (HCO) -- McGraw-Hill Create Custom Publishing (only available at the GW Book Store)
- The “Subject Index” and “Endnotes” for HCO are available in Blackboard under “Syllabus.”
- Handouts Available through Blackboard
- New York Times articles through GW library system
Course Requirements: Grades will be determined based on performance in the following activities:

12.5% of grade --- 25 points, Quiz I
12.5% of grade --- 25 points, Quiz II
25% of grade --- 50 points, Comprehensive Final Exam
20% of grade --- 40 points, Group Project and Presentation
20% of grade --- 40 points, Study Question Participation
10% of grade --- 20 points, Class Engagement Participation

Class Website: [http://blackboard.gwu.edu](http://blackboard.gwu.edu). Please be sure to check blackboard and your GW e-mail for updates and announcements.

Grading:

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<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>186 points or higher</td>
<td>A</td>
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<tr>
<td>180-185 points</td>
<td>A-</td>
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<td>175-179 points</td>
<td>B+</td>
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<tr>
<td>168-174 points</td>
<td>B</td>
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<tr>
<td>160-167 points</td>
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Class Participation:

I prefer active classes to passive ones. You learn more when you are a participant, rather than an observer. I encourage you to engage in class discussion. If you do, you will learn about the quality of your understanding. The class discussion grade has two components. Note: Since this course places a significant amount of importance on participation, and because of the large class size, it is not possible to attend class sections other than the one to which you are registered.

Study Question Participation:
At the start of each class I will circulate a pad of paper. If you are giving me permission to call on you that day, then sign the paper. Your signature indicates that you have prepared the day's assignment and that you can either answer all of the study questions for the day (study questions not covered from prior classes become part of the study question agenda for the subsequent class) or can tell the class where you diligently searched for an answer. Do not wait until the end of class to sign the sheet. In addition, you will not receive credit for signing the sheet if you leave class early.

This is a "no-fault" system. The following are just some examples of unacceptable reasons for not signing the study question sheet: “I registered late for the class”, “I just added the class”, “I did not read the syllabus”, “I did not understand the syllabus”, “I need to observe a religious holiday”, “I have to go to advising”, “I have a job/internship interview”, “I have to meet with another professor”, “I have another school-related obligation”, “I came late to class”, “Somehow I missed the sign-up sheet”, “I have a game and my team needs me”, “I have a test in another class scheduled during our class time,” “I have to work,” “I have a family vacation/reunion/wedding,” “I have to go to a Taylor Swift concert,” “I have to go to court,” “My car wouldn't start/metro broke down/dog ran away…”) only that the sheet is unsigned. If a legitimate situation arises (e.g., major illness involving yourself, family or friends), contact me quickly so that we may discuss your situation.
In terms of this part of your discussion grade, you may refrain from signing 5 times throughout the term without an adverse effect on your grade. If you do not sign the sheet 6 times your class discussion points will decrease to 37, and so on as indicated below. If I feel that your answers to the study questions are inadequate, then you will not be given credit for signing the sheet. If you have not prepared a written answer to ALL of the study questions due for the class session (or at least jotted down some notes), then you should not sign the sheet.

**Note for student athletes and other students involved in university-related activities and events:** I realize that you have a significant time commitment to activities outside of this course. If your responsibilities involve missing more than five class sessions, we need to discuss your situation. You need to make me aware of your external commitments within the first 2 weeks of the course.

Please do not attempt to feign preparation. Such behavior waste the time of the entire class and reflects negatively on you. Finally, it is not legitimate to say “I didn’t do that one, but I have the rest.” If you are unsure whether you are answering the questions adequately, or concerned about the status of the class discussion portion of your grade, please talk with me about it.

<table>
<thead>
<tr>
<th>5 or less = 40 points</th>
<th>9 times = 30</th>
<th>13 times = 22</th>
<th>17 times = 12</th>
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<td>6 times = 37</td>
<td>10 times = 27</td>
<td>14 times = 20</td>
<td>18 times = 10</td>
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<td>7 times = 35</td>
<td>11 times = 25</td>
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<td>8 times = 32</td>
<td>12 times = 23</td>
<td>16 times = 15</td>
<td>20 times or more = 00</td>
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**Class Engagement Participation:**

The second element is the instructor's judgment of your overall contribution to class discussion and exercises (20 points). In other words, are you a “value-added” member of this class? The instructor makes this assessment after each class session.

To what extent did the student…?

a) Contribute to the quality of the learning experience for the class?
b) Make comments that followed from and added to those made by others?
c) Contribute and take leadership roles during in-class exercises?
d) Adhere to the Social Contract (see below)?
e) Did the student ask meaningful questions during the group presentations?
e) Avoid 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).

The focus is on the quality of participation (not quantity). This does not mean that one brilliant comment is all that is needed. An often asked question: “I attend class, but don’t say a word --- is that worth something?” Answer: “Nothing in terms of your class engagement participation grade.” Likewise, “but I always talk during our class discussions --- isn’t that worth something?” Answer: “Not much if what you contribute is irrelevant, inaccurate, nor based on class material.”

**Quizzes and Exams:**
They may consist of short answer; fill in the blank, true/false, short essay, multiple choice, and case analysis questions. The final will be about 33 percent comprehensive. In order to have success on the quizzes and exam, I suggest taking good notes (more on note taking later in the syllabus), preparing the study questions, carefully reading assigned material, and discussing material with classmates. All students are required to take the quizzes and exams 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).

**Quiz I**
No make-up quiz will be offered. Each student will have the option of having the quiz count toward their course grade or dropping the quiz. For those students electing to drop the quiz, their final exam will be worth 75 points (37.5 percent of the course grade). After students have made their choice of whether to keep or drop their quiz grade, that decision is final.

**Quiz II**
No make-up quiz will be offered. Each student will have the option of having the quiz count toward their course grade or dropping the quiz. For those students electing to drop the quiz, their final exam will be worth 75 points (37.5 percent of the course grade). After students have made their choice of whether to keep or drop their quiz grade, that decision is final.

**Final Exam**
The exam date and time are not negotiable. No make-up exam will be offered, so if you do not attend the exam on the date it is scheduled, it will result in an automatic failure on the exam. If a student drops both Quiz 1 and Quiz II, the Final will be worth 100 points (50 percent of the course grade).

**Group Project/Presentation:**

The objectives of this assignment are to learn more in depth about a management topic and to develop your teamwork skills. The final exam will include material from the presentations. Student will be formed into teams by the instructor. There will be two deliverables: 1) a five-seven page paper and 2) a group presentation. More information regarding the project and presentation is available on blackboard.

**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. Historically, I have permitted students to use their
laptops for note-taking purposes. Unfortunately, after discussions with numerous students who have completed my course, they disclosed that some of their classmates did not really use their laptop for note taking, but were using it mostly for surfing the web, checking email, Facebook, and other non-class related activity. Many students have privately indicated to me that when classmates use their computer for non-class related activity, that it is very distracting. Moreover, 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 note-taking purposes only. However, if you do have your laptop open, I reserve the right to cold call you, even if you did not sign the participation sheet for the class session.

Taking Notes
I will provide outlines of lecture notes for class sessions posted on blackboard. Please note that these are just “outlines” and require you as the student to fill-in and add information to the outline. The instructor will not post “completed” notes. If you miss a class session, please ask a classmate if they would be willing to share their notes with you. If you need a clarification regarding class notes (for example, something is confusing or you missed a point during the class lecture), set up a time so that we can discuss this at my office (or if it is quick clarification – after class). Also, feel free to ask questions or ask me to slow down during class lecture as you build your class notes.

Academic dishonesty will not be tolerated READ THE CODE!
All work must be completed in accordance with The GWU Code of Academic Integrity (Code). For any questions regarding the Code, please refer to http://www.gwu.edu/~ntegrity/. Cheating, fabrication, plagiarism, and facilitating academic dishonesty are among the behaviors that constitute violations of the Code. For example, if you get answers to study questions directly or indirectly from a former student, then both individuals have violated the code. 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.

Grade appeals.
If you believe you deserve a higher grade on an assignment, please write down your concerns and send them to me within 72 hours of receipt of the grade in question. I will review your written request and give you a written response.

Accommodation (Disability and Religion)
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Disability Support Services office at 994-8250 to establish eligibility and to coordinate reasonable accommodations. For additional
information: http://gwired.gwu.edu/dss/.

Any student requesting a religious accommodation MUST speak with me before the third class session to let me know of your intention to be absent on a quiz or exam day based on the need for religious observance. In terms of a conflict with a quiz or exam: note that any accommodation only refers to the day or days of the observance of a holiday. For example, if a religious holiday falls on Wednesday, then you are not excused from T/Th. class obligations (even if your only transportation is on T/Th). Note that students have already been granted five signature omissions in terms of study question participation without a grade penalty (this covers five absences due to religious observance). Please let me know before the third class session if you will miss more than five non-exam class sessions because of a religious observance.

Letters of recommendation:
I am unable to write a letter of recommendation for any student who has not completed one of my classes. Moreover, it is difficult for me to write a strong letter for a student who does not receive a B+ or better in my class.

Emergency preparedness and response
To report an emergency or other suspicious activities call the University Policy Department at 202-994-6111. If the line is unavailable dial 911. An evacuation will be considered if the building we are in is affected or we need to move to a location of greater safety. We will always evacuate if the fire alarm sounds. In the event of an evacuation, please gather your personal belongings and proceed to the nearest exit. Do not use the elevator. Once we have evacuated the building, proceed to our primary rendezvous location (Smith Center). In the event that this location is unavailable, we will meet at (Wellness Center). Additional information about emergency preparedness and response at GW can be found at http://campusadvisories.gwu.edu or by calling the GW Information Line at 202-994-5050.

Violence/Active Shooter: Quickly determine the most reasonable way to protect your own life. Remember that others are likely to follow your actions during an active shooter situation. If an active shooter is in your vicinity: a) call GWPD or 911; b) if evacuation is not possible, hide in a concealed space; c) lock and barricade the door; d) turn off the lights; e) stay quiet and silence your cell phone; f) wait for law enforcement; g) if aggressor enters the room, fight back.
Course Schedule:

This is an outline (which will likely change). I may add (or delete) readings, exams, guest lecturers or films as the term progresses. **You are responsible for keeping informed of changes.**

**Introduction – The Employment Relationship & Employee Engagement**

00. Tues. January 12 - no reading (relax)

01. Thur. January 14 - **Extra Credit Quiz**  

**Managing Human Capital as a Competitive Advantage**

02. Tues. January 19 - **Class Discussion sheet begins**  
- HCO (pp. 2-23): Creating and Maintaining High-Performance Organizations

03. Thur. January 21 -  
- HCO (pp. 294-309): Culture and Diversity  

04. Tues. January 26 -  
- HCO (pp. 325-338): Culture and Diversity  

**Individual Characteristics: Personality/Values/Decision-Making**
05.  Thur. January 28  
- HCO (pp. 32-57): Organizational Behavior and Your Personal Effectiveness
  - Flynn, J. et al. (2011). Four Ways Women Stunt Their Careers Unintentionally *(Blackboard “Projects”)*
  - Case: Jennifer Lawrence “May the odds be ever in your favor.” *(Blackboard “Projects”)*

06.  Tues. February 2  
- HCO (pp. 57-64): Organizational Behavior and Personal Effectiveness  
- HCO (pp. 70-85): Solving Problems  
- Grant, A. (2013). Goodbye to MBTI, the Fad That Won’t Die. *(Blackboard “Projects”)*

07.  Thur. February 4  
- HCO (pp. 86-106): Solving Problems  
- Siegler (2014). The VP of Devil’s Advocacy *(Blackboard “Projects”)*

08.  Tues. February 9  
- Quiz I

**Managing Diversity**

09.  Thur. February 11  
- HCO (pp. 309-325): Culture and Diversity

10.  Tues. February 16  

*If you want to know more, take a look at….*


11.  Thur. February 18  
- Case: Roy Tarpley and the ADA (Blackboard “Projects”)
- Case: Today’s Specials at McFadden’s: Serving Discrimination or Legitimate Business Necessity? (Blackboard “Projects”)

**Employee Selection**

12. Tues. February 23  
- HCO (pp. 342-355): Recruiting, Selecting, and Retaining Talent  

13. Thur. February 25  
- HCO (pp. 355-369): Recruiting, Selecting, and Retaining Talent  

*If you want to know more, take a look at….*

**Motivation**

14. Tues. March 1  
- HCO (pp. 112-135): Motivating Others  

15. Thur. March 3  
- HCO (pp. 135-148): Motivating Others  
  - Kayes (2005). The destructive pursuit of idealized goals. Organizational Dynamics, 391-401 (Blackboard “Electronic Reserves”)  

16. Tues. March 8  
- Quiz II

**Performance Management**

Thur. March 10  
- NO CLASS SESSION
Tues. March 15 - NO CLASS SESSION SPRING BREAK

Thur. March 17 - NO CLASS SESSION SPRING BREAK

17. Tues. March 22 - HCO (pp. 154-170): Managing Employee Performance

18. Thur. March 24 - HCO (pp. 171-184): Managing Employee Performance
   - Wal-Mart Bribery and Corruption Case Reading (*Blackboard “Projects”*)

**Group Decision Making & Teams**

19. Tues. March 29 - HCO (pp. 258-272): Team Effectiveness

**Leadership and Supervision**

20. Thurs. March 31 - HCO (pp. 272-290): Team Effectiveness
   - HCO (pp. 226-252): Leading Others

**Power, Influence, and Employee Relations**

21. Tues. April 5 - HCO (pp. 190-221): Using Power and Influence

22. Thurs. April 7 - HCO (pp. 372-402): Procedural Justice and Ethics in Employee Relations
   - NLRB Poster ([http://www.nlrb.gov/poster](http://www.nlrb.gov/poster))

“Projects”)

**Global Human Capital Challenges**

24. Thurs. April 14 - The Challenges of Expatriate Assignments (*Blackboard “Projects”*).
   - Human Resource Management Issues in France (*Blackboard “Projects”*).

25. Tues. April 19 - STUDENT PRESENTATIONS

26. Thurs. April 21 - STUDENT PRESENTATIONS

27. Tues. April 26 - MAKE UP DAY FOR THURSDAY MARCH 10
   - STUDENT PRESENTATIONS & REVIEW SESSION

**FINAL EXAM DATE BASED ON THE FINAL EXAM SCHEDULE**

**Recommendations for Success**

* Read. The study questions are a guide. Discuss the questions with classmates, but be careful in terms of how you “share” your work efforts. Remember the quizzes and exams are based on individual performance. Some current research suggests that studying with peers may be detrimental to your learning (see for example the book “Academically Adrift: Limited Learning on College Campuses” by Arum & Roksa, 2011).

* Take good notes – be an active note taker. Engage in class discussion. Be active.

* See me if you are having problems and don’t wait until the end of the course.