COURSE INFORMATION
BADM 3103 Human Capital in Organizations, Fall, 2016
Section 14: Wednesday, 10:00am–12:30pm in Duques 353
Section 15: Wednesday, 4:10pm–6:40pm in Duques 652

PROFESSOR
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OFFICE HOURS
I understand that students have variable schedules; therefore, if you are not available to meet during office hours (Wednesday, 2:30-3:45PM), contact me to set up a time to meet. For quick questions, I am also available immediately after class.

COURSE DESCRIPTION
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. Beyond gaining a better understanding of the management of human capital, you should 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:
Students will:
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.

COURSE MATERIALS:
• Additional readings and cases I provide via Blackboard.

CLASS WEBSITE
You should ensure at the start of the semester that you are able to access the class Blackboard and that you regularly check the email address listed for you in Blackboard. I primarily use Blackboard for communicating and sharing course documents with the class. The Class Information folder on Blackboard contains a summary of everything due for each week of class.
### GRADING Course Requirement Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>110</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>32</td>
</tr>
<tr>
<td>Classroom Preparation and Contribution</td>
<td>60</td>
</tr>
<tr>
<td>Team Contribution</td>
<td>20</td>
</tr>
<tr>
<td>Team Project</td>
<td>78</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

Grades:  
- A (> 93%)  
- A- (> 90%)  
- B+ (> 87%)  
- B (> 83%)  
- B- (> 80%)  
- C+ (> 77%)  
- C (> 73%)  
- C- (> 70%)  
- D+ (> 67%)  
- D (> 63%)  
- D- (> 60%)  
- F (< 60%)  

### DESCRIPTION OF COURSE REQUIREMENTS

#### Exams
There are two exams that test your knowledge gained from the course, including the assigned readings and class discussion. Completing readings, attending and taking good notes in class is critical to ensure you are prepared for the exams. The exam format includes both multiple choice and structured short answer questions. Exam 2 will not be cumulative; it will relate only to content covered after Exam 1. The learning objectives that I post each week to Blackboard provide a good outline of the content covered by the exam. Prior to Exam 1, I will post tips for studying for the exam and sample questions to Blackboard. **All students are required to take the final exam during the university-mandated date/time—no exceptions** (see university policies in Appendix 1).

#### Personal Development Plan (PDP)
To be effective in organizations, we need to be willing and able to identify our strengths and weaknesses, and take action to continually improve. In this assignment you will focus on improving your teamwork skills because these are skills that employer’s increasingly value. You will (a) identify a personal strength and development need related to leading or participating in teams, (b) design a plan to address the development need, (c) start to implement the plan, and (d) reflect on the results. We will discuss this assignment in more detail in class. The **Personal Development Plan Requirements** (in Syllabus folder on Blackboard) contains important guidelines and grading criteria for this assignment.

#### Team Project
Although management skills can be quite easy to learn and seem intuitive, actually executing them effectively is a different matter. The purpose of this team project is to enhance your learning by exposing you to how a practicing manager implements the practices/concepts/theories discussed in the course. The project requires that you interview a practicing manager and critically assess their management practices related to the concepts learned in class. The **Team Project Requirements** (in Syllabus folder on Blackboard) contains important guidelines and grading criteria for this assignment. We will also discuss the project in class.

#### Class Preparation and Contributions
The classroom learning experience is more enjoyable and more effective when students are prepared for class, and contribute in a professional manner both in the classroom and to the team project.

**Class Preparation (40 points)**
Each week I will post questions on Blackboard in the Class Information folder that relate to the assigned readings. The questions help to facilitate more active reading by soliciting your opinions/thoughts/ideas about the reading content and preparing you for class discussion and activities. The following guidelines can help you maximize class preparation points:
• Follow the instructions on Blackboard to submit your responses to the questions online by 12pm (noon) on the day before class. This gives me time to review them as input to class the next day.
• If you experience any difficulty posting your responses to Blackboard, email them to the class TA by the deadline. It is too late to tell me at the end of the semester that you had difficulty posting a response earlier in the semester.
• Class preparation questions for each week are worth a total of four points and are assigned for 11 weeks. Since I count only the ten highest scores, you can miss one week without negatively impacting your grade.
• For full credit each week, post your on time and answer all questions fully, integrating class readings appropriately. I automatically deduct two points for late responses, but made prior to start of class. Since the purpose is to prepare for class, you will receive no points for posts made after start of class—no exceptions.

Classroom Contribution (20 points)
Class discussion and activities help to improve learning for all. Therefore, I reward students for quality contributions to class, including: comments/questions that apply/integrate course material, respectfully responding to and elaborating on the remarks of others, refraining from long monologues, contributing to and taking leadership role in class activities, and asking meaningful questions during team presentations. In other words, quality contribution means more than just showing up to class and being attentive--that is a basic expectation. All class sessions, except for the first class and the exam, are eligible for class contribution points as shown below.

<table>
<thead>
<tr>
<th>Points</th>
<th>Level of Class Contribution</th>
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</thead>
<tbody>
<tr>
<td>20</td>
<td>Exemplary – consistently makes multiple meaningful contributions in most (&gt;80% of eligible class sessions).</td>
</tr>
<tr>
<td>≥16</td>
<td>Good - above average level of contribution, but not at the exemplary level</td>
</tr>
<tr>
<td>≥12</td>
<td>Average – contributes at a moderate level (in about 60% of eligible class sessions)</td>
</tr>
<tr>
<td>≥8</td>
<td>Below Average – contributes to some extent, but less than average</td>
</tr>
<tr>
<td>≥4</td>
<td>Limited – contributes only once and a while</td>
</tr>
<tr>
<td>0</td>
<td>Generally disengaged in class or displays unprofessional behaviors (see note below)</td>
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Important notes about class contribution:
• Class contribution is not an attendance grade. As shown in the grading rubric, it is possible to earn full class contribution points without contributing in 100% of classes. Therefore, if an emergency or other university obligation causes you to miss a class, you do not need to inform me that you will miss the class. Nevertheless, missing multiple sessions of a class that meets once per week will significantly impact your learning and limit opportunities for class contributions. Therefore, if a legitimate situation arises that will cause you to miss multiple classes (e.g., major illness), contact me quickly so that we can discuss your situation.
• Since professionalism in class is a basic expectation, you will earn no credit for contributions in classes where you engage in unprofessional behaviors, including: being habitually late or leaving early from class or break, surfing the web, doing other classwork, chatting with classmates. Further, multiple instances of such behaviors throughout the semester will result in zero class contribution points overall.

Team Contribution (20 points)
At the end of the semester, you will evaluate the contribution that each team member has made to the team project using the CATME peer evaluation system discussed and practiced in class. This research-based peer evaluation system assesses key areas of effective teamwork behaviors, including contribution to the team’s work, interacting
with teammates, keeping the team on track, expecting quality, and having relevant knowledge, skills, and abilities. Before the final evaluation, you will be able to practice using the evaluation system and we will discuss how to reduce biases and errors in peer evaluations. Your own team contribution grade is the average of the points given to you by other members of your team. I will adjust this grade, if necessary, based on other evidence of your performance in the team. For example, *I may also lower the team contribution grade of any team member whose peer evaluation scores and other evidence clearly shows that he/she has not contributed fairly to the team project or has been disruptive or unprofessional. Your team should be proactive in openly and constructively discussing any problems that are preventing effective team functioning, so that all team members can contribute effectively and earn a high team contribution grade.*

**CLASS POLICIES**

**University Policies**
The following university policies are relevant to this class: *Exams, Academic Integrity, Religious Accommodations, Disability Support Services, Mental Health Services, and Emergency Preparedness.* Appendix 1 provides a summary and links to the details of each of these policies. *You are responsible for adhering to these policies.* Therefore, please take the time to review any policy with which you are not already familiar (e.g., from another class).

**Additional Class Policies**

**Exams** – *You are required to take the final exam during the university-mandated date/time.* I will consider an exception if you have three or more exams (including BADM 3103) on the same day, but only if you let me know before the fourth class session. In this situation, I will allow you to take the exam after the rest of the class has taken it (typically, the next day). Please keep the entire exam period open so you will be available for the exam date set by the university. Saying that “my parents already booked my flight home…” is not an acceptable reason for not being available for the scheduled exam date/time. If an emergency arises that prevents you from taking an exam, you must notify me in advance and provide documentation (e.g., a written doctor’s excuse) within three calendar days of your absence. Make-up exams may differ in format and/or content from the original exam.

**Class Absences** – You are responsible for all materials covered in every class session. If you miss a class session, please coordinate with other class members to get current on content missed during your absence.

**Grade Appeals** – Communicate any concerns about your grades in writing to me within three days of receipt of the grade in question. You will receive a written response, which will be my final decision regarding the grade.

**Record-keeping** - Mistakes happen, so please keep back-up copies of all assignments/exams.

**Grades of Incomplete** – Grades of incomplete will not be given for this course.

**Class Schedule Changes** – Changes to the class schedule may occur, and will be both announced in lecture and via email and Blackboard. It is your responsibility to stay current on any changes.

***Class schedule starts on next page***
Class Schedule

* Class preparation questions due for this class by noon the day before class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s) and Readings</th>
<th>Team and Individual Assignment Due Dates</th>
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</table>
| 8/31 | 1 Course Introduction  
     Human Capital Management as a Competitive Advantage | Class Information Survey  
     (Blackboard: Class Information ➔ Class 1) |
| 9/7  | 2* Learning and Personal Improvement; Individual Characteristics | Class Information Survey (if not yet completed)  
     (Blackboard: Class Information ➔ Class 1)  
     **Personal Development Plan – Part 1**  
     Complete online self-assessment as input to PDP (Blackboard: Class Information ➔ Class 2) |
| 9/14 | 3* Individual Errors and Biases in Decision Making | |
| 9/21 | 4* Hiring (Recruitment, Selection, and Socialization) | **Team Project:**  
     • Submit **Team Contract** via **Submit Assignments Folder** in Blackboard by start of class (one per team). Follow instructions and use template provided with the assignment link. |
| 9/28 | 5* Employee Motivation | |
| 10/5 | 6* Performance Management; Team Project Discussion | **Team Project:**  
     CATME Practice Team Member Assessment |
<p>| 10/12| 7 | <strong>Exam 1 - Content since start of semester</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
</table>
| 10/19  | 8* Performance Management (Giving and Receiving Feedback); Teams     | **Personal Development Plan – Part 1**  
• Submit via *Submit Assignments Folder* in Blackboard by start of class. |
| 10/26  | 9* Team Conflict and Decision Making                                 | **Team Project:**  
Preliminary CATME Team Member Assessment (due at same time as class preparation activity) |
| 11/2   | 10* Leadership                                                       | **Team Project:**  
Preliminary CATME Team Member Assessment (due at same time as class preparation activity) |
| 11/9   | 11* Power and Influence                                              |                                                                 |
|        | Managing Global Human Capital                                        |                                                                 |
| 11/16  | 12* Creating Inclusive Organizations                                 |                                                                 |
| 11/23  | THANKSGIVING BREAK – NO CLASSES                                      |                                                                 |
| 11/30  | 13* Contemporary Topics                                              | **Team Project:**  
Submit *presentation and report* via *Submit Assignments Folder* in Blackboard by start of class. |
|        | *Project Presentations*                                              | • Bring one hardcopy to class.  
• Have electronic copy available to load on class machine.  
• Due for all teams, regardless of team presentation date. |
| 12/7   | 14 Course Wrap-Up                                                   | **Personal Development Plan – Part 2**  
• Submit via *Submit Assignments Folder* in Blackboard by start of class. |
|        | *Project Presentations*                                              | **Course Evaluation:**  
Completed in class  
**Team Project:**  
Final CATME Team Member Assessment—Completed in class |

**Exam 2 – Covers content since Exam 1**  
Time TBD  

IN ACCORDANCE WITH UNIVERSITY POLICY, THE FINAL EXAM WILL BE GIVEN DURING THE FINAL EXAM PERIOD. ALL STUDENTS MUST TAKE THE EXAM ON THE DATE SET BY THE UNIVERSITY—NO EXCEPTIONS!
Appendix 1: University Policies Relevant To This Class

Exams
University policy requires that you take the exam during the final exam period at the date and time specified by the university.

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, including potential failure of the class. Students are responsible for knowing what acts constitute academic dishonesty. For example, cheating, fabrication, plagiarism, falsifying University documents, and facilitating academic dishonesty are among the behaviors that constitute violations of the Code of Academic Integrity. The code may be found at: http://www.gwu.edu/~ntegrity/code.html.

More About Plagiarism - Plagiarism is the use of someone else’s idea, as a quote or paraphrase, without giving full credit to the source. It is an academic offense, unethical, and also unnecessary. There is certainly no need to plagiarize, since you are allowed to use sources, provided that you acknowledge them. Avoid plagiarism by placing any direct quotes from other sources in quotation marks and citing any sources of ideas/information taken from others. For more information on how to avoid plagiarism, access the following Gelman Library website: http://libguides.gwu.edu/plagiarism. In addition, you can take advantage of the excellent assistance available in The Writing Center (Rome 555, X43765, gwriter@gwu.edu).

Religious Accommodation
Students should notify faculty during the first week of the semester of their intention to miss class on their day(s) of religious observance so that faculty and student can work together to avoid negative impact to the student resulting from the absence. Please note that any religious accommodation only extends to the day or days of the observance of a holiday. For example, if a religious holiday falls on Tuesday, then you are not excused from Monday class obligations (even if your only transportation is on Monday).

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/

Emergency Preparedness
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.