Syllabus - BADM 3103
Human Capital in Organizations

Professor: Paul M. Swiercz, PhD
GW Office: 315B Funger Hall
Phone: Office: 202-994-0399
Global Skype number (1-989-272-1340) to leave a voice mail to arrange a conversation.
E-mail: prof1@gwu.edu

Office Hours: Thursdays 10am-12pm, Friday 8am – 9:15am or by appointment.

Correspondence: I try to respond to class emails within 48 hours during the workweek. Note that this turnaround time is not always possible, so do not be surprised by a delay. I subscribe to a normal workday and a normal workweek. Weekends are not part of the normal workweek and neither are hours between 6pm and 6am.

When communicating by email be sure to include the Course Number in the subject line of the correspondence. If you fail to include this information, junk mail rules make it likely that you will not receive a response.

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 will also learn something about yourself in the process. You will learn about 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:
- Handouts Available through Blackboard, in class, or via Dropbox.

Grading:
The exams will primarily utilize multiple choice and true/false questions to assess student learning.
Grades will be determined based on performance in the following activities. *(Greater detail will be provided in class.)*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam I</td>
<td>100</td>
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<tr>
<td>Exam II</td>
<td>100</td>
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<tr>
<td>Perfect Job Assignment</td>
<td>50</td>
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<tr>
<td>Class Project</td>
<td>100</td>
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<tr>
<td>Class Participation</td>
<td>150</td>
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<td><strong>Total</strong></td>
<td><strong>500 pts</strong></td>
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<th>Grade</th>
<th>Minimum Total</th>
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<td>A</td>
<td>465-500 C+</td>
<td>399-385</td>
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<tr>
<td>A-</td>
<td>450-464 C</td>
<td>384-365</td>
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<tr>
<td>B+</td>
<td>463-435 C-</td>
<td>364-350</td>
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<td>B</td>
<td>434-415 D</td>
<td>349-310</td>
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<tr>
<td>B-</td>
<td>414-400 F</td>
<td>000-309</td>
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**Class Participation:**
The teaching philosophy in this course is to rely heavily on a self-learning process aided by discussions and interaction with the instructor. In other words, students *must* prepare for each learning module by reading the assigned material and by participating in class assignments and discussions. This means that preparation must take place in advance of the class meeting.

Points for participation will be guided by the following questions:

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) Ask substantive questions during the group presentations?
- e) Avoid unprofessional behavior (cell phone use, text messaging, leaving the room in the middle of class, inappropriate comments, social networking, 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. However, it does mean that constantly making comments, which do not add to the learning experience of the class, will result in a loss in points. An often asked question: “I attend class, but don’t say a word --- is that worth something?” Answer: “Nothing in terms of your class participation grade. Participation means substantive engagement in the class discussion.”

**Exams:**
The exams may consist of short answer, multiple choice, true/false, short essay and case analysis questions. The final will be about 25 percent comprehensive. All students are required to take the midterm and final exam during the prescribed date/time. If an emergency arises that prevents you from taking an exam, you must notify me in advance. Do not call the day of an exam and say that you are too sick to take an 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).

**Group Project/Presentation:**
The objectives of this assignment are to learn more in depth about a management topic that interests you and to develop your teamwork skills. The final exam will include material from the presentations. Student will be formed into teams with the assistance of the instructor. There will be two deliverables: 1) a five-seven page paper (Executive Summary Style) and 2) a group presentation. More information regarding the project and presentation is available on blackboard. Project topics must be approved by the instructor no later than mid-term.
Social Contract Issues:

Class Format & Preparation
As already noted, this course will rely heavily on class participation. Therefore, I will expect that you will come to class ready to share your opinions, comments, and ideas. In addition, 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 on time 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 might require leaving during the class session). Properly dispose of beverage containers and trash that you bring into the classroom.

Laptop/Blackberry/Electronic Gadgets
You may use laptops for note-taking and assigned in-class internet work. There will be occasions when I will ask you to go to a web site or do some quick Internet searching. At no time during the class should you check email or phone messages, send text messages, or work on assignments from other classes or personal projects.

You are expected to be respectful of your fellow classmates and me and use your laptops and other electronics judiciously. Abuse of electronic resources during class will result in major point deductions.

Policy on Individual Work
Except for specific team assignments, assignments must be individual work.
Copying or using outside materials without proper citation and reference is a violation.
Copying another student’s work or allowing your work to be copied is a violation.
Violations are also subject to GW’s of Academic Integrity.
If you have any questions or doubts, ASK!

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 READ THE CODE!

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 will 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/

Grade appeals.
If you believe you deserve a higher grade on an assignment or exam, you must write down your concerns and send them to me within 3 days of receipt of the grade in question. You must state a specific reason for why you think your grade was
incorrect. My assessment prevails in end. If an error was made it will be corrected, otherwise the assigned grade stands. You must meet with me in person to discuss grade change petitions.

**Accommodation (Disability and Religion)**

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

Any student requesting an accommodation for a religious holiday should speak with me before the class session to let me know of your intention to be absent on an exam day based on the need for religious observance. In terms of a conflict with an 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).

**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. If you request a letter you must provide a rough draft highlighting the personal attributes you consider to be most relevant. I will edit this letter and make it my own.

**Emergency preparedness and response**

To report an emergency or other suspicious activities call the University Policy Department at 202-994-6111 (Foggy Bottom) or 202-242-6111 (Mount Vernon). 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](http://campusadvisories.gwu.edu) or by calling the GW Information Line at 202-994-5050.
# Course Schedule

This is an outline (which will likely change) of material to be covered. Readings, exams, guest lecturers or films as the term progresses, may be added or deleted. Changes will be announced in class and/or made available electronically. **You are responsible for keeping informed of changes.**

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
</table>
| #1        | **Introduction – The Employment Relationship & Employee Engagement** | Introductions and Class Process Overview  
S1-01**-Defining the Employment Relationship  
S1-02–Employee Engagement  
**In Class Activity:** What’s in a Name? |
| #2        | **Managing Human Capital as a Competitive Advantage** | Read: HCO (pp. 2-30): Creating and Maintaining High-Performance Organizations  
S2-01 High Performance Work Systems  
S2-02 HRM and Sustainable Competitive Advantage  
**In Class Activity:** Yahoo: Work From Home Exercise |
| #3        | **Individual Characteristics – Personality and Values** | Read: HCO (pp. 32-69): Organizational Behavior and Your Personal Effectiveness  
S3-01 Personality and Intelligence  
S3-02 Attitudes and Emotion |
| #4        | **Solving Problems** | Read: HCO (pp. 70-110) Solving Problems  
S4-01 The Problem with Problems  
S4-02 Problem Solving Biases – Known and Unknown |

- continuous learning  
- decision support systems  
- expert systems  
- high-performance work systems  
- HR analytics  
- HR dashboard  
- HRM audit  
- learning organization  

- ability  
- cognitive ability  
- emotional intelligence  
- evidence-based management  
- modeling  
- organizational behavior  
- personality  
- social learning theory  

- after action review  
- availability bias  
- benchmarking  
- black or white fallacy  
- bounded rationality  
- confirmation bias  
- equifinality
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<thead>
<tr>
<th>#5</th>
<th><strong>Managing Diversity</strong></th>
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<tbody>
<tr>
<td><strong>Read:</strong></td>
<td>HCO (pp. 294-341): Culture and Diversity</td>
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<tr>
<td><strong>S5-01 Equal Employment Opportunity Law</strong></td>
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<tr>
<td><strong>Read Case:</strong></td>
<td>Today’s Specials at McFadden’s Restaurant &amp; Saloon: Serving Discrimination or a Legitimate Business Necessity?</td>
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<tr>
<td><strong>Assignment:</strong></td>
<td>Read the case and come to class prepared to discuss the discussion questions provided by the author.</td>
</tr>
<tr>
<td><strong>Read:</strong></td>
<td>Exposing Hidden Bias at Google</td>
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<tr>
<td><strong>Read:</strong></td>
<td>What is Your Eccentricity Quotient</td>
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<tr>
<th>#6</th>
<th><strong>Employee Selection</strong></th>
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<tr>
<td><strong>Read:</strong></td>
<td>HCO (pp. 342-371): Recruiting, Selecting, and Retaining Talent</td>
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<tr>
<td><strong>S6-01 Hiring the Right Person: Planning and Recruiting</strong></td>
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<tr>
<td><strong>S6-02 Testing and Selecting Employees</strong></td>
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<tr>
<td><strong>Round Table Discussions:</strong></td>
<td>Your Perfect Realistic Job Description</td>
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<td>escalations of commitment</td>
<td>fundamental attribution error</td>
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<td>histogram</td>
<td>ladder of inference</td>
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<tr>
<td>mental models</td>
<td>overconfidence bias</td>
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<td>representative bias</td>
<td>satisficing</td>
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<td>self-serving bias</td>
<td>stakeholder system</td>
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<tr>
<td>adhocracy</td>
<td>artifacts</td>
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<td>attraction-selection-attrition (ASA)</td>
<td>clan</td>
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<tr>
<td>employee socialization</td>
<td>hierarchy</td>
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<td>organization culture</td>
<td>power distance</td>
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<td>span of control</td>
<td>surface level diversity</td>
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<tr>
<td>uncertainty avoidance</td>
<td>underlying assumptions</td>
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<td>values</td>
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<td>adverse impact</td>
<td>assessment center</td>
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<td>behavioral intention</td>
<td>behavioral interviews</td>
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<td>disparate treatment</td>
<td>face validity</td>
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<td>integrity testing</td>
<td>involuntary turnover</td>
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<tr>
<td>job analysis</td>
<td>performance tests</td>
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<tr>
<td>person</td>
<td>assessments</td>
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**Midterm Exam**

**#7  Motivation**

**Read:** HCO (pp. 112-153): Motivating Others


S7-01 Motivation-Part #1

S7-02 Motivation-Part #2

**View** – Dan Pink: Our Motivations are Unbelievably Interesting  
[https://www.youtube.com/watch?v=avnHUXfVfVM](https://www.youtube.com/watch?v=avnHUXfVfVM)

- expectancy theory
- extinction
- extrinsic outcomes
- feedback
- grow need strength
- instrumentality
- intrinsic outcome
- job characteristics model (JCM)
- Maslow’s hierarchy of needs
- motivating force
- need for achievement
- need for affiliation
- need for power
- negative reinforcement
- operant conditioning
- positive reinforcement
- progressive discipline
- reinforcement theory
- skill variety
- valence

**#8  Performance Management**

**Read:** HCO (pp. 154-188): Managing Employee Performance

S8-01-Performance Appraisal

**In Class Activity:** Rate My Professor Exercise

- attitude
- behaviorally anchored rating scale (BARS)
- effectiveness
- efficiency
- forced distribution
graphic rating scale
job performance
job satisfaction
organizational citizenship behavior (OCB)
organizational commitment
ranking
subjective assessment

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<thead>
<tr>
<th>#9</th>
<th><strong>Teams and Group Decision Making</strong></th>
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<tr>
<td><strong>Read:</strong></td>
<td>HCO (pp. 258-293): Team Effectiveness</td>
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In Class Activity: The Abilene Paradox

Abilene paradox
analogy
convergent thinking
divergent thinking
escalation of commitment
groupthink
innocent bystander effect
norming stage
norms
risky shift
self-limiting behavior
social conformity
social loafing
team
virtual teams

Watch: Steve Jobs “We are the biggest start-up on the Planet.”
https://www.youtube.com/watch?v=f60dhE14ARg

No Class | Spring Break Week

<table>
<thead>
<tr>
<th>#10</th>
<th><strong>Using Power and Influence, Employee Relations</strong></th>
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<tbody>
<tr>
<td><strong>View:</strong></td>
<td>How to Understand Power</td>
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<tr>
<td><a href="https://www.youtube.com/watch?v=c_Eutci7ack">https://www.youtube.com/watch?v=c_Eutci7ack</a></td>
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Assignment: This video is about civic life, come to class prepared to discuss the question: “How would it be rewritten if applied to organizational life?”


authority
coercive power
conformity
expert power
influence
legitimate power
power
power bases
professionalism
referent power
reward power
social influence
social network
### #11 Procedural Justice and Ethics

**HCO (pp. 372-410) Procedural Justice and Ethics in Employee Relations**

**S11-01 Employee Rights**


**NLRB Poster** ([http://www.nlrb.gov/poster](http://www.nlrb.gov/poster))

- alternative dispute resolution
- justice
- procedural justice
- distributive justice
- due process
- voice
- open-door policy
- mediation
- just cause
- social learning theory
- progressive discipline
- red-hot-stove rule
- employment-at-will
- public policy exemption
- non-compete agreement
- fiduciary duty of loyalty
- privacy
- whistle blowing

### #12 Leadership

**Read:** HCO (pp. 226-256): Leading Others

**In Class Activity:** Perfect Square Exercise

- contingent reward behavior
- leader member exchange(LMX)
- Pygmalion effect
- superordinate goal
- transactional leadership
- transformational leadership
- vision

**Group Presentations**

### #13 Group Presentations

The Final Exam is scheduled and published by the University. The published date will be used for our class.

**This designation indicates that this is a PowerPoint slide set.**
Recommendations for Success

* Pay attention to the vocabulary of the course. If you do not understand a term, look it up. Ask about it in class. Use it in a sentence. Remember the exams are based on individual performance and they focus on language.

* Take good notes. Engage in class discussion. Be active.

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

Session Meeting dates for Spring Semester 2016

<table>
<thead>
<tr>
<th>Session #</th>
<th>Thursday Class</th>
<th>Friday Class</th>
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<tr>
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<td>9</td>
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<td>Spring Break</td>
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