BADM 3103, Human Capital in Organizations
Syllabus
Wednesdays, Spring 2017
The George Washington University
School of Business

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Professor

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Course overview

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.

Learning strategies

Learning outcomes will be facilitated by using the following techniques:

- Independent study (readings, research, writing, online self-assessments)
- Small group discussions
- Class discussions
- Tests and written projects
- Class lecture
- Comprehensive team project

Learning time demands

Over 15 weeks, students will spend about 2.5 hours per week in class section (37.5 hours for the semester). Homework and other out-of-class work is estimated at around 300 minutes per week (75 hours for the semester) and includes a two 2-hour exam for which approximately 10 hours of review each is assumed.

Readings and materials


The book is available in e-copy, hardcopy, and rental. The book is also available on reserve at the Gelis library. My coauthors and I developed this low-cost alternative to other organizational behavior textbooks—which are twice the cost. The book can be rented for less than $70 and used copies can be purchased for much less.


Other readings and web links as assigned.

All materials for the course can be acquired for under $100.
Policies and procedures

Evaluation and grading

Every graduate level course has two objectives:

1. Developmental—designed to improve your professional knowledge, improve your work and judgment, and create personal growth.
2. Evaluative—designed to assess your performance in the course.

The evaluation and grading of this course reflects both objectives and is designed to evaluate performance as well as encourage development.

Academic integrity

All sections will adhere to the standards of conduct contained in The George Washington University Code of Academic Integrity. For any questions regarding the Code, please refer to https://studentconduct.gwu.edu/academic-integrity

Grade Distribution

At the recommendation of the GWSB Faculty, all sections will rely on the following grade distribution - no more than 50% of the class will earn an A and A-. Instructors reserve the right to adjust this distribution.

<table>
<thead>
<tr>
<th>Assignment and Grading</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>15</td>
</tr>
<tr>
<td>Test 1</td>
<td>30</td>
</tr>
<tr>
<td>Test 2</td>
<td>30</td>
</tr>
<tr>
<td>Test review packets (2)</td>
<td>5</td>
</tr>
<tr>
<td>Final paper (team)</td>
<td>10</td>
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<tr>
<td>Final presentation (team)</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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Final paper and presentation are to be submitted in the ‘Deliverables’ tab on Blackboard.
Description of assignments and grading

Professionalism

Professionalism includes the following demonstrated behaviors:

Creating safe and appropriate learning environments for other students
- accepting differing opinions,
- giving positive feedback to other students,
- contributing to an environment where others can express their experiences and opinions that may be different from your own,
- courteous behavior including no smartphone use (vibrate mode only)

Reflecting beliefs, attitudes and conduct that demonstrates fairness, integrity and honesty

Participating through verbal and non-verbal communication in small group and classroom discussion
- Students will be assigned a number of in-class activities including case study analyses, discussion questions and self-assessments. Quality completion of these assignments are factored significantly into the overall professionalism grade.

Time management, which includes arriving to class on time

Participation in your own team
- Participation in team meetings in class and outside of class; frequent quality communication on topic selected for final project; agreement on team performance standards and team performance management process. Each team member will provide an assessment of each teammate at the end of the course. This will be included in the final professionalism grade.
Test 1

Test #1 is a multiple-choice exam. Subject matter will be comprehensive from the start of the semester. All students are responsible for keeping up with and understanding the assigned readings in the textbook and the articles that are distributed for the course. Please refer to the last page of the syllabus for the specific schedule and list of chapters. **Students who miss the test receive a ‘0’. There are no make-up tests unless the student has a documented medical emergency or documented death in the family.**

Test 2

Test #2 is a multiple-choice exam. Subject matter will be comprehensive **after** test 1. All students are responsible for keeping up with and understanding the assigned readings in the textbook and the articles that are distributed for the course. Please refer to the last page of the syllabus for the specific schedule and list of chapters. **Students who miss the test receive a ‘0’. There are no make-up tests unless the student has a documented medical emergency or documented death in the family.**

Comprehensive Team Project (Paper and Presentation)

The research and analysis should be of a contemporary leader and the organization that he/she led.

The 10-minute (plus 2 minutes question and answer) presentation will include the following:

- A description of the individual’s leadership, including application of course concepts to describe their leadership. You should include at least three frameworks from the course from at least three different topics in the course.

- A description of the culture of the organization that the chosen leader led, including analysis of how the leader created or changed the culture of the organization.

- An analysis of the success and failures of the leader. The questions should answer: was the leader successful, and in what ways did he/she fail?

The chosen leader need not be alive or currently leading an organization. The organization can be private, public, or not for profit.

The final paper is worth 8 points and the comprehensive final paper outline and reference list is worth 2 points. The outline and reference list should contain at least ten references that you will use in your outline and final paper. This totals 10 points for the entire team paper project.

Please note that the team grade will be the same for every individual on the team, without exceptions. The research topic for the final paper can be selected from a list of relevant OB topics from the class. The final research paper should be no more than 10 pages in
length, double-spaced, 12-point font with 1-inch margins. This does not include the reference list or the cover page.

Effective managers, leaders, and business professionals are also effective communicators. Written communication is an important element of the total communication process. To this end, all papers, individual and group, must demonstrate effective communication and comply with the format requirements of the Publication Manual of the American Psychological Association (APA Style). Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time.

Research on your leader will include at least 10 sources, attached to the end of the presentation. To demonstrate information literacy, these sources should include at least one each of the following: a peer-reviewed journal article, a book, a newspaper article, and an electronic source (such as a video clip or an e-book). You have access to all of GW’s library resources through Gelman, including useful sources such as online newspaper access, and databases such as Business Source Complete.

Please recall that APA uses a reference list. One of the advantages of using APA is that you are not required to use footnotes. HOWEVER, although you do not use footnotes, you still are required to use in text citations. Because you have the reference list does NOT release you from the responsibility of giving credit to authors in the text of your paper. A reader should be able to know (from in text citations) exactly which author(s) is/are responsible for the thoughts, ideas, statistics, etc. which you include in your paper. Direct quotes must have the quote marks and the page number(s) from which the quote was taken. (See the APA Manual for details). Any plagiarized work contained in a team paper will result in the entire team earning a ‘0’ and appropriate disciplinary procedures according to GW policy. It is the responsibility of the team to double-check any work that is submitted by an individual team member to ensure correct citations.

Group Presentation

Your group will develop a PowerPoint presentation. Your presentation will be 10 minutes long with 2 minutes for questions and answers. It is expected that all team members will participate in the presentation or its preparation and all will attend the final presentation. The presentation should reflect the research that you conducted in the Group Paper assignment. The presentation should include aspects of organizational behavior relative to your specific topic. Business attire is expected and encouraged for the final presentations and will be factored into your grade for the presentation.
Evaluation of paper and presentation

Grades will be assigned based on appropriate selection of articles (see above), the depth of the analysis, with appropriate linkages and transitions, clarity, and relevance to organizational behavior. Clarity and effectiveness of message will also be assessed. It is expected that this paper be original to this course; please avoid the temptation to cut and paste from previously written papers even if the paper(s) is/are yours.

You should indicate your **breadth** of understanding of course concepts by using multiple sources from multiple weeks/topic areas, as well as your **depth** of understanding, by using the concepts correctly and explaining their relevance. This should include:

1. A clear description of the **context** of leadership
   - What is the problem(s) associated with the leader and the problems the leader solved. What are the agendas/viewpoints of the different stakeholders associated with the leader?

2. A robust description of the **knowledge** necessary to help you understand the leader and his or her organization and a pragmatic description of how you would **apply the knowledge**
   - What specific course *readings, theories, concepts* help to explain the leader?
   - What research *evidence* helps you understand the problem and the associated variables?
   - How has your *personal experience* impacted what concepts you focus on?
   - What concepts from *experts* in the field of OB help you understand the problem?

3. A critical description of how you would **evaluate** the leader
   - Develop criteria to evaluate the leader
   - What are the positive and negative considerations for the person’s leadership

4. A reflection on the **process of your team**
   - What did you learn about the process of working together as a team from this paper
   - What part of the process did you have the most difficulty with?
   - What was the easiest for you?
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<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/18</td>
<td>Introduction to Managing Human Capital as a competitive advantage</td>
<td>Topic Summary 1&lt;br&gt;Pfeffer, Advantage through people (Blackboard)</td>
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<tr>
<td>1/25</td>
<td>Individual characteristics, personality, and values</td>
<td>Topic Summary 2&lt;br&gt;Campbell and Campbell, Narcissism and its role in organizations&lt;br&gt;Ashkanasy and Daus, Challenge of managing emotions&lt;br&gt;Respond to discussion post “Introduction to course” on Blackboard “Discussions”</td>
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<tr>
<td>2/1</td>
<td>Learning Perception</td>
<td>Topic Summary 3&lt;br&gt;Topic Summary 4&lt;br&gt;Hogg, Social identity</td>
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<tr>
<td>2/8</td>
<td>Leadership and Supervision</td>
<td>Topic Summary 5&lt;br&gt;Useem, The ups and downs of leading people&lt;br&gt;Amazon’s brutal, thrilling workplace (Blackboard)&lt;br&gt;Case 3 EMERGENCY: We need a better Compensation system COB. p. 554.&lt;br&gt;Assign teams in class</td>
</tr>
<tr>
<td>2/15</td>
<td>Motivation</td>
<td>Topic Summary 6&lt;br&gt;Integrative case study/Test review-GraniteCity_A&amp;B</td>
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<tr>
<td>2/22</td>
<td>Test 1 Chapters 1-6</td>
<td>Turn in study guide 1</td>
</tr>
<tr>
<td>3/1</td>
<td>Research Overview</td>
<td>Bring topic ideas, questions, sample articles for research overview,&lt;br&gt;<strong>Team topic selection form due by March 3</strong></td>
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<tr>
<td>3/8</td>
<td>Persuasion, Influence, and Impression management</td>
<td>Topic Summary 7&lt;br&gt;Trader Joe’s (Blackboard)&lt;br&gt;Case of Apple Iphone 4 COB, p. 540.</td>
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<tr>
<td>Date</td>
<td>Topic and Note</td>
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<td>3/29</td>
<td>Groups and Teams, Conflict &amp; Negotiation</td>
<td>Topic Summary 9, Topic Summary 10 Elsbach and Hallgren, How temporary organizations promote dysfunctional goal pursuit (begins on p. 300) “What google learned from its quest to build the perfect team” (Blackboard)</td>
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<tr>
<td>4/5</td>
<td>Global Human Capital Challenges, Managing Diversity, Communication, Organizational Culture</td>
<td>Topic Summary 11, Topic Summary 12 NASCAR’s Drive for diversity: Can they reach the finish line. COB p. 571.</td>
</tr>
<tr>
<td>4/12</td>
<td>Change, Innovation, Stress, CSR, Ethics, Sustainability</td>
<td>Topic Summary 13, Topic Summary 14 We are global or we are nothing” Conflict and cover up. COB p. 548.</td>
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<tr>
<td>4/19</td>
<td>Test review Integrative case study/Test review-Santa’s workshop Group project finalize</td>
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<tr>
<td>4/26</td>
<td>Team final presentations</td>
<td>Final team outlines, formatted reference list and full text references due at start of class</td>
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<tr>
<td>May 1</td>
<td>Final Papers due</td>
<td>Final papers due submit on BB assignment link</td>
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<tr>
<td>May 8-16</td>
<td>Final exam week</td>
<td>Final exam Turn in study guide 2 with exam</td>
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