BADM 3103 Human Capital in Organizations – Spring 2017

Instructor: Professor Patrick McHugh – meughp@gwu.edu (4-3712) – 315G Funger Hall

Office Hours: Wednesday 4:00 – 6:00pm; 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

Credit Hour Policy:
Over 15 weeks, students will spend three hours (180 minutes) per week in lecture. Out-of-class work is estimated at around 300 minutes per week (75 hours for the semester). There is a two-hour final exam for which approximately 10 hours of review is assumed.
**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. Please be sure to check blackboard and your GW e-mail for updates and announcements.

**Grading:**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>186 or higher (93%)</td>
<td>A</td>
</tr>
<tr>
<td>180-185 points (above 90%)</td>
<td>A-</td>
</tr>
<tr>
<td>175-179 points (above 87%)</td>
<td>B+</td>
</tr>
<tr>
<td>168-174 points (above 84%)</td>
<td>B</td>
</tr>
<tr>
<td>160-167 points (above 80%)</td>
<td>B-</td>
</tr>
<tr>
<td>155-159 points (above 77%)</td>
<td>C+</td>
</tr>
<tr>
<td>150-154 points (above 75%)</td>
<td>C</td>
</tr>
<tr>
<td>140-149 points (above 70%)</td>
<td>C-</td>
</tr>
<tr>
<td>120-139 points (above 60%)</td>
<td>D</td>
</tr>
<tr>
<td>000-119 points (below 60%)</td>
<td>F</td>
</tr>
</tbody>
</table>

**Class Participation:**

I prefer active classes to passive ones. "Learning is not a spectator sport. Students do not learn much just by sitting in class and listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn a part of themselves."¹ Thus, I encourage you to engage in class discussion. If you do, you will learn about the quality of your understanding (long before quizzes and exams). 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.

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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," "The metro broke down," "My dog ran away"..... My only concern is whether or not your signature is on the sign-up sheet. This is not an attendance sheet; it is a prepared to discuss the class material sheet.

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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</thead>
<tbody>
<tr>
<td>6 times = 37</td>
<td>10 times = 27</td>
<td>14 times = 20</td>
<td>18 times = 10</td>
</tr>
<tr>
<td>7 times = 35</td>
<td>11 times = 25</td>
<td>15 times = 17</td>
<td>19 times = 05</td>
</tr>
<tr>
<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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</table>
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?
f) 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.”

The following table may be helpful in terms of thinking about various behaviors and your class engagement evaluation:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Comes to class prepared; contributes to discussion but does not dominate it; makes thoughtful contributions that advance the discussion adding to class learning; shows interest and respect for others’ views; participates actively in groups; taking on leadership roles and encouraging peers to play this role</td>
</tr>
<tr>
<td>Very Good</td>
<td>Comes to class prepared; makes thoughtful comments when called upon; contributes without prompting; shows interest in and respect for others’ views; participates actively in groups</td>
</tr>
<tr>
<td>Good</td>
<td>Comes to class prepared; contributes occasionally without prompting; shows interest in discussion; listening attentively and taking notes; participates in groups</td>
</tr>
<tr>
<td>Fair</td>
<td>Mostly prepared; participates when called upon; participates but talks too much making tangential contributions; interrupts others; participates in groups; occasionally distracted by technology</td>
</tr>
<tr>
<td>Poor</td>
<td>Not prepared; does not contribute to discussion voluntarily or when called on; does not participate in groups; may listen, but fails to contribute due to lack of preparation; consistently distracted by technology</td>
</tr>
<tr>
<td>Very Poor</td>
<td>Not prepared; disrupts class discussion by being rude to others (arriving late to class; chatting with classmates, getting up and leaving room during discussion), or passively by appearing distracted; bored or sleepy; focused on technology</td>
</tr>
</tbody>
</table>
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 I 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 and answering study questions 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.
Extra Credit Opportunity
In some semesters, the GWSB subject pool is a potential means to attain extra credit. I will send a notification if this is possible for this semester. It all depends on whether the pool is running.

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://gwidest.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.

Mental Health Services:
The University’s Mental Health Services offers 24/7 assistance to address students’ personal, social, and study skill problems. Contact them at 202-994-5300, or check out the website https://healthcenter.gwu.edu/mental-health

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 17  
   - no reading (relax)

01. Thur. January 19  
   - **Extra Credit Quiz**

**Managing Human Capital as a Competitive Advantage**

02. Tues. January 24  
   - **Class Discussion sheet begins**
     - HCO (pp. 2-23): Creating and Maintaining High-Performance Organizations

03. Thur. January 26  
   - HCO (pp. 294-309): Culture and Diversity

04. Tues. January 31  
   - HCO (pp. 325-338): Culture and Diversity

**Individual Characteristics: Personality/Values/Decision-Making**

05. Thur. February 2  
   - 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 7  
- 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 9  
- Siegler (2014). The VP of Devil’s Advocacy *Blackboard “Projects”*

08. Tues. February 14  
- Quiz I

**Managing Diversity**

09. Thur. February 16  
- HCO (pp. 309-325): Culture and Diversity  
- GROUP Project Initiation

10. Tues. February 21  

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

11. Thur. February 23  
- 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 28  
   - HCO (pp. 342-355): Recruiting, Selecting, and Retaining Talent  

13. Thurs. March 2  
   - HCO (pp. 355-369): Recruiting, Selecting, and Retaining Talent  

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

Motivation

14. Tues. March 7  
   - HCO (pp. 112-135): Motivating Others  

15. Thurs. March 9  
   - *Quiz II*

**Tues. March 14**  
- **NO CLASS SESSION SPRING BREAK**

**Thurs. March 16**  
- **NO CLASS SESSION SPRING BREAK**
Performance Management

                 - Kayes (2005). The destructive pursuit of idealized goals. Organizational Dynamics, 391-401 (Blackboard “Electronic Reserves”)

17. Thur. March 23  - HCO (pp. 154-170): Managing Employee Performance

18. Tues. March 28  - HCO (pp. 171-184): Managing Employee Performance

Group Decision Making & Teams

19. Thur. March 30  - HCO (pp. 258-272): Team Effectiveness

Leadership and Supervision

20. Tues. April 4   - HCO (pp. 272-290): Team Effectiveness
                 - HCO (pp. 226-252): Leading Others

Power, Influence, and Employee Relations

21. Thur. April 6   - HCO (pp. 190-221): Using Power and Influence

22. Tues. April 11  - HCO (pp. 372-402): Procedural Justice and Ethics in Employee Relations
23. Thur. April 13


- Saad, L. (2015). American’s Support for Labor Unions Continues to Recover, Gallup, August 17 (Blackboard “Projects”)

**Global Human Capital Challenges**

24. Tues. April 18

- The Challenges of Expatriate Assignments (Blackboard “Projects”).

- Human Resource Management Issues in France (Blackboard “Projects”).


- STUDENT PRESENTATIONS

25. Thur. April 20

- STUDENT PRESENTATIONS

26. Tues. April 25

- STUDENT PRESENTATIONS

27. Thur. April 27

- STUDENT PRESENTATIONS & REVIEW SESSION

May 2 – Noon

- Group Paper Due/Group Member Feedback

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

**FINAL EXAM WEEK IS MAY 8 – MAY 16.**

**Recommendations for Success**

* The study questions are a guide. Discuss the questions with classmates, but be careful in terms of “sharing” your work. 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.

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

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2 In accordance with university policy, the final exam will be given during the final exam period and not the last week of the semester.