This course enhances understanding of the formal and informal organizational dynamics as they relate to leading and managing human capital. The premise is that human capital is the most important organizational resource, and that the realization of that potential depends on substantive knowledge of the interplay between organization structure, processes, and practices. Topics include motivation and compensation, managing diversity, power and employee relations, human capital strategy and systems, organizational culture and change, leadership and decision-making, as well as staffing and performance management. The course is specifically designed around facilitating students’ translation of theory to practice, concept to action.*

In addition, as this course is about harnessing the power of people in organizations, we will also explore our own preferences and behaviors as it relates to how we function in organizations.

As this course is a required part of the MBAD core curriculum, the teaching team has established a framework within which portions of the course are common across all sections, while other parts are determined by the specific interests of the instructor of your section. Areas of commonality include major parts of the course description (above), course objectives, weekly topics, readings and cases, and types of assignments/exams. In this syllabus, where possible, the common elements are identified with an asterisk (*).

PROFESSOR: N. Andrew (Andy) Cohen, Ph.D.
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Email: nacohen@gwu.edu
Office hours: Tuesdays and Wednesdays, 5:45-6:45
TEACHING ASSISTANT: Andrew Tyrell, ajtyrrell@gwmail.gwu.edu (primary)
Adam Teeple, adamteeple@gwmail.gwu.edu

CLASS TIME & LOCATION: Tuesday, 7:10-9:40 pm
Duques 353

LEARNING OBJECTIVES:
1. Students will comprehend the role organizational dynamics and human capital concepts play in the successful pursuit of organizational goals.*
2. Students will be prepared to critically examine, evaluate, and integrate organizational and human capital concepts and dynamics.*
3. Students will develop skills relevant to determining appropriate solutions and courses of action for organizational and human capital problems.*
4. Students will gain an enhanced understanding of the specific preferences and attitudes that they individually bring to organizations.

REQUIRED “TEXTS”:
1. McGraw-Hill Ebook. Instructions for purchasing the ebook can be found in Appendix 1
2. Harvard Business School Press coursepack. Instructions for purchasing the coursepack can be found in Appendix 2.
3. Reading from Harvard Business Review, are available through a separate coursepack OR through links to the GWU library. I’ve found that some of these links prohibit printing, so, I’ve made a special HBR coursepack in case you want to download and print them. Instructions for purchasing this coursepack can be found in Appendix 2.
4. Specific readings that are available in the public domain will be posted to Blackboard either as pdfs or links to the GWU library, under the “Weekly materials” tab
5. “Twelve Angry Men,” 1957, can be acquired on DVD or through instant video. Please be prepared to watch the entire movie prior to the week we discuss it. Ensure that you get the 1957 version with Henry Fonda and not the 1997 remake.
6. Additional materials will be posted to Blackboard as the course progresses.

CLASS WEBSITE: http://blackboard.gwu.edu

Please be sure to check Blackboard and your GW e-mail regularly for updates and announcements.
GRADING CRITERIA:

Personal Situation Analyses (20%)
Class Participation (20%)
Case Analysis* (20%)
Group Project* (20%)
Comprehensive Final Exam* (20%)

Grade Distribution:
In the spring of 2015, the GWSB faculty approved a grade policy for MBAD courses that recommends a maximum of 40% of the final grades being A- or better. This course is designed with that recommendation in mind.

DESCRIPTION OF ASSIGNMENTS/GRADED ELEMENTS:

Personal Situation Analyses:

In this course section, you have the rare benefit of being active members of working organizations while attending courses at night and on the weekend. To help you make this experience real and take advantage of this connection, you will write 3 Personal Situation Analyses (PSAs) over the course of the semester. Each write-up will be 2 pages, double spaced, 12 pt. font, 1 inch margins (500-700 words). You will choose an event or situation that is occurring in your work organization (you may disguise the names if you wish). You will describe the situation and apply concepts from the course to help you understand, diagnose, and, potentially, solve/improve the situation. The analyses will be due on Mondays: February 13, March 13, and April 10. Plan to apply concepts covered in the 3-4 weeks prior to the assignment due date. A rubric or content guideline will be provided at the beginning of the semester.

Class Participation:

In this course section, 20% of your grade will come from your in-class participation. There are three primary reasons for this. First, I believe (and research shows) that you learn more when you are a participant, rather than an observer. Second, the material is, by its nature, a bit indeterminate at times. Sometimes there are no clear cut answers. By having all in the class engage in a discussion, all of us learn more from hearing the perspectives and interpretation of others. Finally, problems are solved in the real world through interaction and communication. So, here we are simply trying to emulate the real world of work.

Please come to class prepared to participate, which means make sure you’ve done the reading, prepared the case (if relevant) and study questions and have a point of view or some vexing questions. The TAs and I will track participation. To be clear, quality of participation is preferred over quantity, but, I have found that the biggest hurdle for some students is having any quantity at all. So, I encourage you to speak up.

Attendance at all sessions is presumed and required and will be captured through your participation grades.

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Case Analysis:

At mid-semester (by March 1), I will give you a case with a series of questions associated with it. You will write a 5-7 page (12 pt. font, double spaced, 1 inch margins) analysis of the case utilizing concepts covered in the course up to and including Session 9: Groups and Teams. The case analysis is due to Blackboard by 11:59pm on Monday, March 27. Note, this is an individual assignment. Therefore, you are not to discuss it with your classmates.

Team Project:

All students will be assigned to a five person team around the 4th or 5th class meeting. The team project description will be made available at that time. The team project will be due on Monday, May 1.

Final Exam:

The final exam will occur during the University’s exam period as determined by the GWSB graduate office in consultation with the professor. The exam will be closed book and will likely consist of primarily essays and mini case analyses. In order to have success on the exam, I would suggest taking good notes, preparing the weekly study questions/learning objectives as they are made available, carefully reading the assigned material, digesting the material offered in my powerpoints and talking about the material with classmates.

RECOMMENDATIONS FOR SUCCESS

- Read. The study questions/learning objectives are a guide. Discuss the questions/objectives with classmates, but be careful in terms of how you “share” your work efforts. Remember the exam and the case analysis evaluations are based on individual performance.
- Take good notes. Engage in class discussion. Be active.
- See me if you are having problems and please don’t wait until the end of the course to do so.

APPROXIMATE COURSE WORKLOAD

Over 15 weeks, students will spend 2.5 hours (150 minutes) per week in class. Required reading for the course and assignments (PSAs, group project, case analysis) are expected to take up, on average, 4.5 hours (270 minutes) per week. In addition, prep and review time for the final exam is expected to require 10 hours. Over the course of the semester, students will spend 37.5 hours in instructional time and 77.5 hours preparing for class.

THE SOCIAL CONTRACT

Class Format & Preparation
As already noted, this course will rely heavily on in-class participation and classroom discussion. 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 and make your criticisms of others’ ideas constructive and helpful. Class will begin on time and end on time (do not be habitually late or constantly leave early).
Name Cards
I will distribute name cards (or if you already have a name card please bring that to every class session) on the first day of class. In order for me to learn your names, it will be extremely helpful for you to use your name card. I work hard to learn my students’ names and expect to have it down by around the 3rd week of class, but…help me help you!

Laptop/Blackberry/Electronic Gadgets
I do not mind if you use your laptop to help you take notes. However, I do mind if you are surfing the web, checking email or phone messages, sending text messages, or working on other class or work assignments. Please be respectful of me and your fellow classmates and use your laptops and other electronics judiciously. Research indicates that there are 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.

Academic Integrity
Academic dishonesty will not be tolerated. All work must be completed in accordance with The George Washington University Code of Academic Integrity. For any questions regarding the Code, please refer to http://www.gwu.edu/~ntegrity/. Cheating, fabrication, plagiarism, falsifying University documents, and facilitating academic dishonesty are among the behaviors that constitute violations of the Code of Academic Integrity. Any alleged violations of the Code will be brought to the attention of the Office of Academic Integrity and the recommended sanction may include, but is not limited to, a zero on the assignment or a failing grade in the course.*

Accommodation for Disability
Any student who feels he or she may need an accommodation as a result of a disability should contact me during the first day of class to discuss specific needs. Please contact the Disability Support Services office at (202) 994-8250 to establish eligibility and to coordinate reasonable accommodation. For additional information you may refer to http://gwired.gwu.edu/dss/.

Excused Absences
Attendance in all course meetings is required and will shape your participation grade. However, religious observances are considered excused absences (as are illnesses).

Any student requesting an accommodation for a religious holiday should speak with me at the end of the first day of class to let me know of your intention to be absent for any sessions. This would include the final exam. You should know what these religious observances are already.

In addition, I recognize that as working professionals, you may have some longstanding, non-negotiable work commitments. I will accommodate these as well. As with the religious holidays, please speak with me at the end of the first day of class regarding these already scheduled commitments.

Unexcused absences
Consistent with many professors at GWSB, you will be allowed one unexcused absence that will not
affect your participation grade. So, previously committed vacations or family commitments can be honored in this way. In addition, last minute issues at work will be considered unexcused absences. Hence the allowance of a “free” absence.

Late assignments
Assignments must be turned in by the date and time listed in the syllabus. Late assignments that are turned in within 24 hours of the due date/time may earn up to 50% of the original credit for the assignment.

Grade Appeals
Disagreements regarding grading may arise and these disputes will be handled in the following manner: Within 72 hours of receiving the graded assignment, you should submit a typed (no more than one page) explanation to the instructor detailing reasons why the answer given is adequate or deserving of more points. I will review your written request and give you a written response within 72 hours. The participation grade is exempt from this policy.

COURSE OUTLINE
What follows is the outline, readings, and due dates for the course

Note: the basic topic each week will remain as listed below, I may add or delete readings over the course of the semester as current events or other material becomes relevant to your learning.

Session 1: January 17
Introductions/Course Overview
Thinking about the Employment Relationship* and The Role of People in Organizations

- No Reading (Relax)

Session 2: January 24
Biggest to Smallest:
Organizational Strategy and Human Capital Strategy*
Individual Differences and Personality

Prior to class:

- Take the Qualtrics survey about your personality and other preferences and bring your results to class to discuss. We will post the survey link to Blackboard by the first day of class
- In addition, please take this version of the Meyers-Briggs Type Indicator and bring your results to class: http://www.humanmetrics.com/cgi-win/JTypes2.asp

Reading before class:

- Pfeffer, J,(2005). Producing sustainable competitive advantage through the effective management of people, Academy of Management Executive, 19(4) 19-106. (Available on
Session 3: January 31  
Individual Motivation and Implications for Compensation*

Prior to class:

- Read the Marshall and Gordon case, 2011 (HBSP coursepack) and prepare the case questions provided on Blackboard (in the Weekly Materials tab). While you don’t need to hand in the questions, they form the foundation for our discussion. So, if you’ve done the questions ahead of time, your participation will be improved.

Reading before class:

- Noe et al., 2014, Chapter 11, Establishing a pay structure. (McGraw Hill ebook)

Session 4: February 7  
Perceptions, Biases, and Implications for Performance Management*

Prior to class:

- Read the Wolfgang Keller -- A case, 2008 (HBSP coursepack)* and prepare the case questions provided on Blackboard (in the Weekly Materials tab).

Reading before class:

- Noe et al., 2014, Chapter 8, Managing Employees’ Performance (McGraw Hill ebook)

Monday, February 13, First Personal Situation Analysis Due to TA by 11:59 pm.

Session 5: February 14  
Group work on your team project

Additional Reading TBD
Session 6: February 21
Decision Making and its Implications for Employee Selection*

Prior to class:

- Read and prepare the SG Cowen, 2006 case* (HBSP coursepack)

Reading before class:


Session 7: February 28
Group Decision Making*

Prior to class:

- Read and prepare Carter Racing Case, Parts A and B (HBSP coursepack).

Reading before class:


Session 8: March 7
Emotions in Organizations

Reading before class:


Monday, March 13: Second Personal Situation Analysis Due by 11:59 pm to Blackboard.

Note: No class on March 14, Spring Break

Session 9: March 21
Groups and Teams*

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Prior to class:

- Read and prepare the Army Crew case, 2004 (HBSP coursepack)

Reading before class:

- Hill, S. Team Processes and States (Blackboard)
- Ross, J.A. 2008. Make your good team great, Harvard Management Update (HBSP coursepack)

Monday, March 27: Case Analysis due to Blackboard by 11:59 pm.

Session 10: March 28
Power and Influence*

Prior to class:

- Watch all of Twelve Angry Men (separate purchase described earlier in this syllabus) and answer the questions posed on Blackboard

Reading before class:


Session 11: April 4
Diversity and Employment Law*

Prior to class:

- Prepare the Spencer Owens AND Cityside Financial, 2006, cases (HBSP coursepack)

Reading before class:


Monday, April 10: Third PSA due to Blackboard by 11:59pm

Session 12: April 11
Social Networks within Organizations
Prior to class:

- Prepare the Heidi Roizen, 2010, case (HBSP coursepack)

Reading before class:


Session 13: April 18
Organizational Culture and Change*

Prior to class:

- Charlotte Beers Case, Parts A and B, 2011* (HBSP coursepack)

Reading before class:


Session 14: April 25
Leadership*

Reading before class:


Group Project due to Blackboard by 11:59pm, Monday, May 1.

Final Exam: Will be during the school’s formal exam period, Monday May 8 to Tuesday, May 16, likely either May 9 or May 16.
Appendix 1: Instructions for purchasing and downloading the McGraw-Hill Ebook (required)

1. Go to https://create.mheducation.com/shop/
   
   ISBN: 9781309049402
   Title: MBAD 6263 -- Organizations and Human Capital

3. Add the book to your cart and pay using a credit card or access code.
4. Most likely you are not registered with McGraw-Hill, so you will be asked to do so at that time.

Keep your login information as you will need it to download the ebook.

McGraw-Hill provides a more detailed set of instructions for purchase, downloading, navigating and possibly printing the ebook. These instructions are in a pdf on Blackboard, in the syllabus section.
Appendix 2: Instructions for purchasing and downloading the HBSP coursepack (required) and the HBR articles pack (if you choose)

Accessing your HBSP coursepack requires three steps:
1. Register with Harvard Business School Press (HBSP)
2. Purchased the coursepack
3. Download one or more documents

Here is each step in detail:

1. Register with Harvard Business School Press (HBSP)
   a. Go to [http://cb.hbsp.harvard.edu/cbmp/access/57471787](http://cb.hbsp.harvard.edu/cbmp/access/57471787)
      i. (this is the link for the specific HBSP coursepack)
   b. If you have not registered with HBSP before, you will need to do so. When prompted, select a username and password, note these somewhere for future reference

2. Purchase the coursepack
   a. After registering, you will see a list of coursepacks available to you
   b. Select Organizations and Human Capital Spring 2017 -- General
   c. Select purchase
   d. You will be prompted to provide a major credit card number with billing address

3. Download your coursepack
   a. Each of the articles/cases will be listed with a “view document” button.
   b. Click view document and a pdf will present
   c. You may select to print and/or save the pdf

Note that in the future you may return to the coursepack by clicking on the link above or by Visit [hbsp.harvard.edu](http://hbsp.harvard.edu) and log in.

Click My Coursepacks, and then click Select Organizations and Human Capital Spring 2016 – General

Accessing the optional coursepack for the HBR articles follows the same process as above, but the link is: [http://cb.hbsp.harvard.edu/cbmp/access/57477264](http://cb.hbsp.harvard.edu/cbmp/access/57477264)