Syllabus MBAD6263-11
Organizations and Human Capital
Spring 2016
The George Washington University
School of Business
Duques 353, 7:10 PM to 9:40 PM

PROFESSOR: Robert Gaarder, PhD
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Office Hours: by appointment

COURSE DESCRIPTION:

Organizations and Human Capital provides an introduction to organizations from a behavioral perspective. The course covers core terms, concepts, and theories at the individual, team, and organizational level. The course requires students to understand and apply these concepts and to examine their own leadership through completion of self-assessments, engagement in experiential exercises, and participation in team projects. In addition, the class will also help students to engage in critical thinking about leadership and human resource issues in organizations.
LEARNING OBJECTIVES: Students will understand course concepts. Specifically:

- Students demonstrate self-awareness
- Students will demonstrate personal application using clear reasoning and by linking their experiences to course concepts, evidence
- Students will understand the concepts of how to build and sustain good teams.
- Students demonstrate how to operate effectively in teams
- Students will become familiar with the situational nature of leadership.
- Students will understand how their values influence their communication and leadership styles.
- Students will understand the concepts of situational conflict management.
- Students will understand the core elements of “Emotional Intelligence.”
- Students will be able to identify the key challenges and success factors related to their leadership development, including emotional intelligence
- Student will understand the elements of decision-making and risk.

PREREQUISITES: No prerequisites. This is a core course for MBA students.

READINGS & MATERIALS:

- There are no required texts.
- There will be a required Harvard Business Publishing Course Packet: https://cb.hbsp.harvard.edu/cbmp/access/43528289. Cost for the packet is $31.60 for the digital version. Some additional articles may be provided online.
- There will also a lab fee for students for self-assessment instruments that will assist us in the exploration of communication and leadership styles.

RECOMMENDED READINGS:

- The Leadership Challenge, Kouzes and Posner
- The Seven Habits of Highly Effective People, Stephen Covey
- Be Excellent at Anything, Tony Schwartz

COURSE COMMUNICATION:

Check the course Blackboard site for weekly updates on the class.
EVALUATION & GRADING:

Every graduate level course has two objectives. One objective is developmental, designed to improve your knowledge, and the other is evaluative, designed to assess your performance in the course. The performance evaluation component of this course is designed to assess your strengths and abilities in a number of areas. Timely completion of assignments and active participation in class activities are a must. Also, please turn in two hard copies for all written assignments. A combination of individual and group assignments will determine your performance:

Individual – 50 %

Class Participation 10
Self-Awareness Identity paper 15
Personal learnings paper 15
Individual Team Performance Evaluation 10 points

Team or Group – 50 %

Team presentation of a leader 10 points
Team paper on a leader 15 points
Team presentation of EQi-2 Elements 10 points
Final team paper 15 points

Note: All team members will receive the same grade on any given assignment

Grade distribution

At the recommendation of the MBA Faculty Task Force, this course will rely on the following grade distribution: Not more than 20% of the class will receive an A, 70% will receive a B, and 10% will receive a C. The grade distribution of the class will have an average between 3.2 and 3.4. The professor reserves the right to adjust this scale at any time.
Grading Scale

Final grades will be based on the following scale. The professor reserves the right to adjust this scale based on the final scores in the class.

100 – 94 points A
93 – 90    A-
89 – 87    B +
86 – 83    B
82 – 80    B –
79 – 77    C +
76 – 73    C
72 – 70    C-
69 – 67    D +
66 – 63    D
62 – 60    D –
Less than 60 points: please see Professor.

INDIVIDUAL ASSIGNMENTS:

Class participation: 10 points

The success of the class depends on your active involvement. Participation includes offering insightful observations, asking pointed questions, being prepared for discussions and exercises, assisting fellow class members, and generally contributing to a positive learning climate. Points will be granted for quality of participation, not just participation. Unexcused absences will count against your class participation grade.

A few guidelines for getting the most out of class participation include:

- Come to class prepared, having completed assignments and readings prior to class.
- Participate actively in your teams and in class.
- Assist classmates in assignments (unless the assignment is designated ‘individual effort’ by the instructor).
- Share special interests, talents, or ideas that you have in class and teams.

Self- Awareness- Identity paper: 15 points

Your biases color our view of the world. A growing body of research suggests that even the smartest people tends to seek out evidence that confirms what they already think rather than new information that might conflict with their world view. This paper summarizes who you are
today and those identities that have formed you and influence your thoughts and behavior. Possible identities include:

- Age or historical time into which you were born
- Gender
- Family – roles you play in family life
- Geographic region with which you identify or sympathize
- Institution – groups you may belong to such as churches, temples, synagogues, schools, clubs, military, or political parties
- Culture – some of you were not born in the US and thus come from a different culture
- Race
- Social Economic status—upper, upper middle, middle, lower

Not all of our identities influence our behavior equally. Also, their influence may change as we grow and develop. This paper should take a critical look at the identities that most strongly influence your thoughts and behavior today. How they affect your thoughts and behavior and how you filter information based on your identity. For example, do you receive people of similar identities differently than those who are more dissimilar. What stereotypes and judgements do you make of people with other identities? Writing guidelines: 750 -100 words, double spaced (3-4 pages double spaced).

Personal Learnings Paper 15 points

This is a summary paper looking forward and should be focused on thoughtful analysis of what you personally have learned from the readings, class discussions, your peers (team), and how you might apply the learning’s to your leadership challenges. A high quality paper will both reference the course materials in a meaningful way and explore your own personal experience. This paper will include your personal vision statement and values—more will be said about this in class. Writing guidelines: 750 -100 words, double spaced (3-4 pages).

Individual Team Performance Evaluation: 10 points

Your team will be asked to give anonymous feedback to each team member on their team performance. This five points toward the student’s course grade. More details on these assignments will be provided during the semester.

TEAM ASSIGNMENTS

Assignment 1: 25 points

Each team will complete research and analysis of a contemporary leader and the organization that he/she led. The paper will include the following:
• The chosen leader’s ‘theory’ and practice of leadership, including a description of a framework for determining the theory of their leadership, based upon, but not exclusive to theories discussed in class.

• 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 ‘fit’ between the leader’s theory and practice, and the organization being led. In what ways was the leader successful, and in what ways did he/she fail? Did you use theory, evidence, and expert opinion to make this judgment about success and failure?

The chosen leader need not be alive or currently leading an organization, but should be well known. The organization can be private, public, or not-for-profit. Each team will pick a leader on whom to report. There will be no repeats, and it is on a first-come-first-serve basis.

There will be two team products for this research:
1) A 15 minute presentation on your findings for the entire class. The presentation will be followed by no more than ten minutes of questions. This is worth 10 points. Evaluation of you presentation by students will contribute to you presentation grade.

2) A paper answering the above questions posed of the leader and organization selected, between 1500 words (no more than 6 page double spaced). Papers will be evaluated on demonstration of information literacy, clarity and strength of argument, and creativity. This paper is worth 15 points for each team member.

Other criteria:
Research on your leader will include at least ten sources. 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 databases through Gelman, including useful sources such as online newspaper access (lexis-nexus), and Business Source Premiere. Compile these sources in a bibliography format using APA style.

Please submit the final presentation (with references) to your professor on the day of the presentations.

Assignment 2: 25 points
Write a thorough analysis of two of the following element of Bar-On model of Emotional Intelligence and their relationship to each other:

• Assertiveness
• Independence
• Empathy
• Social Responsibility
• Problem Solving
• Reality Testing  
• Impulse Control  
• Flexibility  
• Stress Tolerance  
• Optimism

The analysis should include the following:

• A clear understanding of the elements chosen, and a clear connection of the elements to emotional intelligence.  
• Relevant current research on the elements that shed light on where one's skills and abilities regarding the development are acquired.  
• Show how two elements chosen interact and impact one another. In other words if you improve your skill in one element, how does this impact the second element choose.  
• Implications for leadership development, including practices for developing the chosen elements. This should address situations where one has too little or too much of the element.

As with the leadership paper, there will be a presentation and a paper (1500 words). The product requirements are the same as with team assignment 1 above.

Electronics Policy:

"The Myth of Multitasking. "When we think we are multitasking, our brains are actually moving quickly from one thing to the next, and our performance degrades for each new task we add to the mix..... We've seen that not only do multitaskers have trouble deciding how to organize their time, but 'forget' how to read human emotions." Reclaiming Conversation, Sherry Turkle

Laptops, tablets, phones, and other electronic device will not be permitted during the class. Please take notes on paper and transfer to electronic copies at a later time.

Turning in Assignments and Late Assignments:

All assignments, unless otherwise specified, will be due at the beginning of class. The first day late will result in a 5% deduction from the final paper grade. Each subsequent day late will result in an additional 5% deduction up to 3 days. Papers more than 3 days late will not be accepted.
## Class Overview

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Topic</th>
<th>Class readings and preparation</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>1-Jan 14</td>
<td>Introduction and Overview. What is Leadership? Form teams</td>
<td>N/A</td>
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<td>2-Jan 21</td>
<td>Communication and Motivation</td>
<td>&quot;One More Time: How Do You Motivate Employees?&quot; (Fredrick Herzberg) Hierarchy of Needs (Abraham Maslow)</td>
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<td>3-Jan 28</td>
<td>Leadership Styles (SDI)</td>
<td>&quot;Leadership that Gets Results&quot; (Daniel Goleman) HBP packet</td>
<td>1st individual paper due</td>
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<td>4-Feb 4</td>
<td>Guest Lecturer: Jennifer Brown -Human Resources Professional—&quot;An Overview of the Human Resources Function in an Organization.&quot;</td>
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<td>5-Feb 11</td>
<td>Emotional Intelligence</td>
<td>Global Leadership Success Through Emotional and Cultural Intelligence (Alon and Higgins) Leadership and Intelligence (Clawson and Bevan) HBP packet</td>
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<td>6-Feb 18</td>
<td>Presentation of team assignment #1</td>
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<td>Team paper # 2 due</td>
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<td>7-Feb 25</td>
<td>Group Dynamics 101</td>
<td>TBD</td>
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<td>8-March 3</td>
<td>Group Dynamics: Leadership Influence in Groups</td>
<td>Building Emotional Intelligence in Groups (Druskat and Wolff) Watch 12 Angry Men (Henry Fonda version) Complete: Discussion questions</td>
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<td>9-March 10</td>
<td>Decision-Making and Risk w/ Lt. Colonel</td>
<td>TBD</td>
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<td>Activity</td>
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<td>10-March 17</td>
<td>Spring Break</td>
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<td>11-March 24</td>
<td>Systematic thinking</td>
<td>Read: Everest 1996 HBP packet</td>
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<td>12-March 31</td>
<td>Organization Change</td>
<td>&quot;Creating a Culture of Empowerment and Accountability at St. Martin de Porres High School (A)&quot; &amp; &quot;What Is an Organization's Culture?&quot; (Christensen &amp; Shu) HBP packet</td>
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<td>13-April  7</td>
<td>Ethics Discussion Feedback</td>
<td>&quot;And now the hard part Role plays&quot; HBP packet</td>
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<td>14-April  14</td>
<td>Presentations of team assignment #2</td>
<td>Team paper # 2 due</td>
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<td>15-April  21</td>
<td>Summary and Wrap-up</td>
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<td>16-April  25</td>
<td>Reading Week</td>
<td>Personal learnings paper due</td>
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