



CREATING AND MANAGING HUMAN CAPITAL

MAN 383.22 (04405, 04410)

SPRING 2009

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| Professor: | Dr. Kyle Lewis | Meeting time: | TuTh 9:30 - 11:00; TuTh 11:00 - 12:30 |
| Office Hours: | By appointment, CBA 4.230 | Classroom: | GSB 3.138 |
| Contact at: | kyle.lewis@mcombs.utexas.edu | Phone: | (512) 232-5862 |

Course Overview

This is an intermediate-level business course designed to inform students about creating and leveraging human capital in organizations. The course is geared toward all managers, regardless of their functional areas or the scope of their concerns. This means that we will explore traditional human resources topics (hiring, performance management, training and development, compensation, and downsizing) at both the strategic (organizational) and tactical (managerial) levels. Our perspective on these topics will be on how organizations can maximize their human capital -- that is, on understanding how organizations develop, make use of, and retain the valuable *knowledge* of employees. The course has three goals:

1. To provide you with a theoretical understanding of how organizations create and leverage human capital through strategic human resources practices.
2. To build your critical thinking skills by analyzing how managers and organizations apply these strategies in practice.
3. To develop your skills in the following areas: teamwork, problem solving, and written and oral communication.

Course Materials

CP: Course packet, available at GSB Copy Center.

BB: Readings, course documents, lecture slides, announcements on *BlackBoard*.

HO: Additional handouts distributed in class.

Course Format

To meet the goals above, the classes will combine lectures, case analyses, exams, essays, and in-class activities and discussions. Reading assignments provide a basis for both lectures and discussions and **MUST** be completed prior to each class session. Students should come to class prepared to summarize main points and apply the readings to in-class exercises and analyses.

Evaluation of Student Performance

Evaluation of student performance is designed to be flexible so that you can capitalize on your own strengths. Grades will be based on a combination of individual and team efforts. Weights for each component will be as follows:

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| 50% : Two (2) Exams |
| 20%: Written case analysis (individual, dyad, or team grade) |
| 30% : Participation |
| <ul style="list-style-type: none"> • In-class contributions (24% → 6%) • Essays (6% → 24%) |

Letter grades will be assigned in accordance with the Graduate School, and in accordance with the grade distribution guidelines set for the McCombs School of Business core classes, as follows:

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|-----------------------------|--|
| A | 4.00 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.00 |
| B- | 2.67 |
| C+ | 2.33 |
| C | 2.00 |
| Ds and Fs | Below 2.00, at discretion of instructor |
| Target Distribution: | 3.30 ** average across all sections |

The requirements for each component are outlined in greater detail below.

- 1. Exams (50%).** Two exams, each worth 25%, will be given during the semester. The exams are designed to assess your mastery of the material and your ability to correctly apply the course concepts to organizational/managerial situations. Exams will cover material from lectures, class discussions, activities, cases, and readings.
- 2. Written Case Analysis (20%).** There will be one (1) written case analysis, for which you are required to answer 4-5 essay questions. **Answers must be limited to no more than 12 pages** of double-spaced (12-pt font) type. The case writeup can be completed **individually OR with a partner OR with a team of 4-5 people.**

If you choose to complete a case with a partner (dyad) or in a team, your individual grade on the case will be calculated based on your dyad/team grade, **weighted by an evaluation by your peer/s**. The team evaluations will be anonymous and confidential (seen only by the instructor). You will assess each team member (including yourself) based on the following criteria:

- Participation in team events: Did the member participate in most, if not all of the team events (e.g., study sessions, meetings)?
- Fair workload: Did the team member take on his/her share of the overall workload?
- Quality of work: Was the quality of the team member's work high, adequate, or inadequate (required re-working by another team member)?
- Team interaction skills: Did the team member interact effectively with other members of the team? Did the member handle conflicts constructively? Did the member communicate often with other team members?

Note that the ability to lead and contribute to team efforts is critical to your future success in the workplace. When you work with others, you all sink or swim together. It is your personal responsibility to manage the processes and output of your dyad/team. The course material may provide you with ideas on how to manage the process and output; you may also see me for suggestions if you reach an impasse.

3. Participation (30%). To get the most out of this class, you must be actively engaged in the discussions, activities, lectures, and readings. This can be demonstrated verbally (in-class contributions), and in written form. Participation grades will be computed from a flexible combination of **in-class contributions** and **written essays**. (The flexible grading is described at the end of this section)

A. In-class contributions. In-class contribution grades will be based on the instructor's assessment of the *consistent* quality of students' contributions during class activities and discussions. Instructor evaluations will take into consideration the following items of student performance:

- Showed evidence of thorough preparation for exercises, cases, discussions
- Participated constructively (i.e., listened attentively, volunteered ideas) in class or in team discussions and exercises.
- Added value to discussions (i.e., integrated material, provided relevant, non-redundant examples, played devil's advocate, gave constructive feedback).

B. Written essays. You must complete and turn in **at least one (1), and no more than four (4)**, essays. The aim of the written essay component is to help you track your own learning and to stimulate deeper understanding of the topic areas. Each essay should reflect the readings or class discussions for the *current* topic, or for a *prior* topic covered in the preceding 10 calendar days. **Essays are limited to one typewritten page (double-spaced, 12-pt font)**. Each essay should focus on one of the following:

- Linking the topic to your own work experience.
- Linking the topic to your coursework in another functional area.
- Developing and answering a question that expands issues raised in the readings.

Essays will be **graded** according to the following criteria:

- Clarity / Organization / Professionalism: Are main ideas presented clearly and in a logical progression? Does the essay conform to the one page limit? Is the essay free of grammatical and spelling errors?
- Relevance / Insight: Is the essay topic clearly relevant to one of the focus areas listed above? Does the essay show *insight*? (What from the readings/lectures caused you to reflect on, or reassess, your previous thinking or behaviors? What are some tangible outcomes of your insights (e.g., on future behaviors, on your analyses/recommendations, etc.)?)

Additional hints for writing excellent essays appear on BlackBoard.

You may turn in an essay on any class day. Only one essay can be turned in at a time. Choose your essay date(s) based on your ability to write an insightful essay on the *current* topic, or on a *prior* topic covered during the **preceding 10 calendar days**.

- C. Flexible grading options.** Participation grades will be computed as a combination of in-class contribution grades and written essay grades. **Choose the weighting combination that you prefer.** (Your choice is effectively determined by the number of essays you turn in.) The possible weighting combinations are shown below. Note that the minimum number of essays you can turn in is one, and the maximum number is four.

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|--|--------------------|--------------------|--------------------|--------------------|
| Written essay pts (1 pt/ essay) | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> |
| In-class contribution (pts) | 4 | 3 | 2 | 1 |
| Total Participation points (%): | 5 (30%) | 5 (30%) | 5 (30%) | 5 (30%) |

Evaluation of Instructor Performance

There will be two opportunities for students to provide input into the class. The first will occur approximately half-way into the semester. Students may provide anonymous feedback regarding all aspects of the course. Using this feedback, I will decide what changes to make to the course. Please note that there is no guarantee that I will be able to make all of the changes suggested; however, I usually have been able to respond to most concerns in past classes. The second feedback session will occur at the end of the course on university rating forms.

Course Policies

The highest professional standards are expected of all members of the McCombs community. The collective class reputation and the value of the Texas MBA experience hinges on this. Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects.

1. **Please display your name card.** This permits me and fellow students to learn names, enhancing opportunities for community building and evaluation of in-class contributions.
2. **NO Laptops.** Laptops are not allowed (on desks, powered on) during class sessions, except when explicitly required by the instructor for an in-class activity.
3. **Lecture slides.** Lecture slides will be available on Blackboard by noon on the day before each class session. You may view the slides or print a copy for your personal use. **Slides are copyrighted; please do not in any way distribute or post without Dr. Lewis' permission.**
4. **Team / dyad activities require you to assess the performance of others.** This assessment is a privilege and a responsibility. Your assessments must focus on specific behaviors or issues, not on the personality of others. Irresponsible assessments will be discounted and removed from consideration in calculating individual grades.
5. **Late policy:** There is a **10%** per day penalty for late papers (essays, case analysis). **Anything delivered after the start of class is considered late.** If some probable event may delay the timely submission of your assignments, plan now to turn in them in early.
6. **All known student disabilities and religious holidays will be accommodated.** Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. Services for Students with Disabilities (SSD) is housed in the Office of the Dean of Students, located on the fourth floor of the Student Services Building. Information on how to register, downloadable forms, including guidelines for documentation, accommodation request letters, and releases of information are available online at <http://deanofstudents.utexas.edu/ssd/index.php>. Please do not hesitate to contact SSD at (512) 471-6259, VP: (512) 232-2937 or via e-mail if you have any questions.

Grievance Procedure

Effective management includes providing a procedure through which employees can complain when they believe they have been treated unfairly. If YOU feel you have been graded unfairly in this course, you may use the following procedure to voice your complaint:

1. Within **TEN (10) DAYS** of receiving the grade, give me a **written** appeal. After ten days, I will assume that you agree with my assessment and consider the grade final. In other words, you may **NOT** wait until the next semester to appeal grades earned this semester.
2. To file an appeal, prepare a **written statement** detailing why you think the grade is unfair. Be sure to document your reasons by referring to inconsistency in grading standards, incorrect point calculations, etc. Stating simply that you feel you “deserve” a higher grade because you worked hard is **NOT** sufficient grounds for an appeal.
3. Submit the written statement together with the graded material (if appropriate). I will consider your complaint and make a decision. You will be notified in writing of my decision.

If you are not satisfied with my decision, you may use university grievance procedures as your “appeal.” Please note that I will document fully my rationale for all grades.

Additional University Policies

1. **Scholastic Dishonesty:** The McCombs School of Business has no tolerance for acts of academic dishonesty. Such acts damage the reputation of the school and the degree and demean the honest efforts of the majority of students. The minimum penalty for an act of academic dishonesty will be a zero for that assignment or exam. The responsibilities for both students and faculty with regard to the Honor System are described on <http://mba.mcombs.utexas.edu/students/academics/honor/index.asp> and on the final pages of this syllabus. As the instructor for this course, I agree to observe all the faculty responsibilities described therein. During Orientation, you signed the Honor Code Pledge. In doing so, you agreed to observe all of the student responsibilities of the Honor Code. If the application of the Honor System to this class and its assignments is unclear in any way, it is your responsibility to ask me for clarification.
2. **Notice about WEB-based class information:** Password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi04-05/app/appc09.html>.

Course Outline & Schedule (subject to change)

| | Date | Topic | Reading/Preparation | Due Today |
|--|------------|---|--|---|
| 1 | 1/20 (Tue) | Introduction to class Human Capital | BB: Putting people first for organizational success | |
| 2 | 1/22 (Thu) | Human Capital & HRM | BB: Leveraging intellect CP: Leading clever people | |
| Part I: Acquiring Human Capital | | | | |
| 3 | 1/27 (Tue) | Hiring, part 1 (Introduction & Theory) | | 1-4 Essays due this semester ... choose your due date(s) |
| 4 | 1/29 (Thu) | Hiring, part 2 (Assessment) | CP: We Googled you | |
| 5 | 2/3 (Tue) | Hiring, part 3 (Personality) | <i>Do: Big 5 personality test on BB (External Links)</i> BB: Personality overview reading | |
| 6 | 2/5 (Thu) | ~~ Study Day ~~ (no formal class) | | |
| 7 | 2/10 (Tue) | Hiring, part 4 (Interviewing) | CP: Hidden traps in decision making | |
| 8 | 2/12 (Thu) | <Discuss Mark Pitts Case> | CP: Mark Pitts case <i>Do: prepare Case discussion questions on BB (Cases tab)</i> | |

| | Date | Topic | Reading/Preparation | Due Today |
|----|--|--|--|---|
| 9 | 2/17 (Tue) | Legal Issues | <i>Do: Implicit Bias Test on BB (External Links)</i> | 1-4 Essays due this semester ... choose your due date(s) |
| 10 | 2/19 (Thu) | Legal Issues, continued | CP: Rethinking political correctness CP: Best of intentions | |
| 11 | 2/24 (Tue) | ** <EXAM 1> ** | <i>Do: study for exam, from lectures, activities, discussions, readings, and cases</i> | |
| | Part II: | Managing Human Capital | | |
| 12 | 2/26 (Thu) | Motivation (Theory) | BB: On the folly of rewarding A, while hoping for B BB: Supplement, Expectancy Theory Primer slides | |
| 13 | 3/3 (Tue) | Motivation, continued Performance Management, part 1 (Theory) | CP: How to motivate problem people CP: Hard to be fair | |
| 14 | 3/5 (Thu) | Performance Management, part 2 (Evaluation) <Midpoint Feedback> | BB: Supplement, PM Criteria & Measurement slides CP: Getting 360° feedback right | |
| | ~~~~~ 3/10 & 3/12 NO CLASS (Global Trips) ~~~~~ | | | |
| | ~~~~~ 3/16 – 3/20 NO CLASS (Spring Break) ~~~~~ | | | |

| | Date | Topic | Reading/Preparation | Due Today |
|----|------------|---|---|---|
| 15 | 3/24 (Tue) | Performance Management, part 3 (Feedback) | CP: Coaching the Alpha male | 1-4 Essays due this semester ... choose your due date(s) |
| 16 | 3/26 (Thu) | <Discuss Arrow Electronics Case> | CP: Arrow Electronics case <i>Do: prepare Case discussion questions on BB (Cases tab)</i> | |
| 17 | 3/31 (Tue) | Managing Culture | CP: Leading by leveraging culture BB: SAS Culture | |
| 18 | 4/2 (Thu) | Managing Culture, continued <Discuss "Culture Makeover" article> | CP: Culture Makeover <i>Do: prepare discussion questions on BB (Cases tab)</i> | |
| 19 | 4/7 (Tue) | ** <EXAM 2> ** | <i>Do: study for exam, from lectures, activities, discussions, readings, and cases</i> | |
| 20 | 4/9 (Thu) | Compensation, part 1 (Introduction) | CP: 6 Myths about pay | |
| 21 | 4/14 (Tue) | Compensation, part 2 (Incentive Pay) (Job-based Pay) | CP: Why incentive plans can't work CP: Rethinking rewards <i>Do: Think about both sides of the argument ... be prepared to adopt a position and debate.</i> | |
| 22 | 4/16 (Thu) | Compensation, continued | | |

| | Date | Topic | Reading/Preparation | Due Today |
|----|------------|--|--|---|
| 23 | 4/21 (Tue) | Exit, part 1 (Involuntary Turnover) | BB: Termination letters, press releases <i>Do: Prepare for role play</i> | 1-4 Essays due this semester ... choose your due date(s) |
| 24 | 4/23 (Thu) | Exit, part 2 (Downsizing) | CP: The right way to be fired | |

| | Part III: | Creating Human Capital | | |
|----|------------|---|--|--|
| 25 | 4/28 (Tue) | Training Retention & Job Satisfaction | CP: No Ordinary Bootcamp (Trilogy) | |
| 26 | 4/30 (Thu) | Retention & Job Satisfaction, continued | CP: Job Sculpting | |
| 27 | 5/5 (Tue) | <Discuss SAS case> | | CASE Writeup: SAS <i>(to be completed individually OR in pairs OR in a team)</i> |
| 28 | 5/7 (Thu) | Careers, Career Development Course Summary <Course/Instructor Survey> | CP: How to stay stuck in the wrong career | |

BB: On BlackBoard**CP:** Course Packet**HO:** Handout from class