

Adding Value through Human Capital MBA-5100

S2 2021 Section 46 3 Credits 03/15/2021 to 05/14/2021 Modified 03/09/2021

Meeting Times

Mondays - 5:30 CST/6:30 EST March 15, 2021 - May 14, 2021

Class will meet via Zoom - the link will be posted in WorldClassroom *see campus information for more information.*

Contact Information

Kevin Logan

kevinlogan42@webster.edu

Description

Human capital is a valuable asset that influences productivity and performance. Employees contribute most effectively to businesses objectives and value when their goals are aligned with those of the organization. This course explores the role the new workforce ecosystem, team dynamics, and effective leadership play in strengthening this link.

Requisites

BUSN 5000, MBA 5010, MBA 5020, and MBA 5030.

Objectives

Course learning outcomes

- Explain role that individual differences play in the creation of value
- Discuss human capital trends and their impact on employee and business performance
- Compare and contrast alternative work arrangements and understand the changing workforce exosystem
- Discuss the different types of teams and the best practices for mitigating team conflict
- Compare and contrast leadership models within the context of environmental analysis and value creation
- Discuss the organizational challenges related to leadership, structures, diversity, technology, and employee engagement.

Core Business Competencies

- Creating value
- Developing an implementation plan
- Promoting effective leadership
- Developing and managing teams
- Developing and managing workers

Personal Effectiveness Competencies

- Collaborative work
- Systemic thinking
- Effective communication
- Efficient organization of work
- Independent learning
- Creative problem solving
- Analytical decision making

Required Textbook

Annual textbook purchase

Publisher: Visit Webster bookstore

Materials

Cengage Unlimited Subscription

This course requires a subscription to Cengage Unlimited. Subscriptions are valid for a year from your initial purchase date. You do not need to purchase a subscription for this course if you have activated Cengage for a previous course within the 10 months.

Note: You only need to purchase one Cengage Unlimited subscription to add any Cengage eTextbook or online homework for other classes to your dashboard at no additional cost.

Download the free [Cengage Mobile App](#) to get your Cengage eTextbooks and study tools on your phone.

Additional articles and materials will be provided within WorldClassRoom

Deliverables

Reading & Knowledge Checks

- Each week, two-three chapters of reading will be assigned in preparation for the upcoming lectures and discussions.
- In addition, students will be expected to demonstrate their understanding of the terms and concepts by completing knowledgeCheck/ quizzes.

KNOWLEDGE CHECKS ACCOUNT FOR 20% OF THE COURSE GRADE.

Self-assessments

Self-assessments are invaluable tools used to increase self-awareness and develop oneself personally as professionally.

- Each week, several assessments will be assigned for completion.
- The assessments can be retrieved from the World Classroom and will be used to complete the final project.

SELF-ASSESSMENTS ACCOUNT FOR 10% OF THE COURSE GRADE

Reflections

Understanding and transforming organizational behavior is critically important in this hyper-competitive, VUCA marketplace.

Transformation begins with reflection and continues with action. To that end, students are encouraged to reflect on the learning and share insights weekly. Reflections include:

1. What did you learn about yourself from the assessment(s)? What new insights were gained from the reading, lecture, or supplemental materials?
2. How can the new information help you grow personally or professionally?
3. How can the new information help improve your performance?
4. How can the new information help you create value for the company?
5. Write a SMART goal (personal or professional), based on the learning, that will enable you to build capacity.

Reflections must be posted to the World Classroom BEFORE the deadline to receive full credit.

REFLECTIONS ACCOUNT FOR 20% OF THE COURSE GRADE

Discussions/ Participation

The goal of the weekly discussion is to frame and promote collaborative learning. Active and regular participation is important to develop your thoughts and position on the topic. Your first post is due by midnight Wednesday and follow-up postings by the end of Saturday. You will be evaluated on your activity, engagement, and the content of your posts. Read and revisit the guidelines to help you with your writing.

- During the week, begin one thread (initial post) and respond with at least two posts to class members.
- Your initial post should be limited to one or two paragraphs, each in the range of 300-400 words.
- Each response post should consist of 100-200 words.
- When you have a different perspective or disagree with a post, support your point; include a reference or citation if helpful. Use correct grammar and sentence construction.
- *Confidentiality*. Please do not post confidential or sensitive information - you may post informative anecdotes without identifying persons or organizations (e.g., person A and XYZ company). Also, when others share work situations that we can learn from, please keep this information within the class.

DISCUSSIONS ACCOUNT FOR 20% OF THE COURSE GRADE

Culminating Project – HUMAN CAPITAL CAPACITY BUILDING PLAN

- Awareness – Self-assessments, Reflections, and Essay
- Abilities – The Capacity Challenge Worksheet Part 1
- Alternatives – The Capacity Challenge Worksheet Part 2
- Action – The Human Capital Capacity Building Plan with SMART Goals

FINAL PROJECT ACTIVITIES ACCOUNT FOR 30% OF THE COURSE GRADE

CONSULT THE WORLD CLASSROOM/ CANVAS FOR MORE SPECIFIC DETAILS

✓ Evaluation

Breakdown

- Assignments 50%
 - Self-Assessments 10%
 - Reflections 20%
 - Discussion 20%
- Knowledge Checks/ Quizzes 20%
- Final Project 30%

📅 Schedule

When	Topic	Notes						
Week 1	Introduction	<table border="1"> <thead> <tr> <th>Topics</th> <th>Learning Objectives/Outcomes</th> <th>Activities</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Value, Values & Value Creation • VUCA Marketplace • Capital Types • Human Capital • Capacity Building • Self-awareness, Assessment, and Management • Emotional Intelligence </td> <td> <ul style="list-style-type: none"> • Explain Values in Our Society • Describe Terminal and Instrumental Values • Explain the Development of Values • Determine Personal Values • Explain VUCA (Volatile, Uncertain, Complex, and Ambiguous) and describe its effect on the marketplace. • Define and describe the various Capital Types and how each is used to create value. • Explain how Leaders Develop Through Self Awareness and Self Discipline • Describe the Role and Importance of Values and Emotions • Explain the Contribution of Cultural Sensitivity and Cultural Intelligence to Leadership Effectiveness </td> <td> <ul style="list-style-type: none"> • Chapter Reading • Knowledge Checks • Self-assessments • Discussions/ Participation • Reflection Assignment <p>CONSULT WORLDCLASSROOM/ CANVAS FOR MORE SPECIFIC DETAILS</p> </td> </tr> </tbody> </table>	Topics	Learning Objectives/Outcomes	Activities	<ul style="list-style-type: none"> • Value, Values & Value Creation • VUCA Marketplace • Capital Types • Human Capital • Capacity Building • Self-awareness, Assessment, and Management • Emotional Intelligence 	<ul style="list-style-type: none"> • Explain Values in Our Society • Describe Terminal and Instrumental Values • Explain the Development of Values • Determine Personal Values • Explain VUCA (Volatile, Uncertain, Complex, and Ambiguous) and describe its effect on the marketplace. • Define and describe the various Capital Types and how each is used to create value. • Explain how Leaders Develop Through Self Awareness and Self Discipline • Describe the Role and Importance of Values and Emotions • Explain the Contribution of Cultural Sensitivity and Cultural Intelligence to Leadership Effectiveness 	<ul style="list-style-type: none"> • Chapter Reading • Knowledge Checks • Self-assessments • Discussions/ Participation • Reflection Assignment <p>CONSULT WORLDCLASSROOM/ CANVAS FOR MORE SPECIFIC DETAILS</p>
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Week 3	MANAGING WORKERS	Topics	Learning Objectives/Outcomes	Activities
		<ul style="list-style-type: none"> Employee Attitudes, Satisfaction, & Engagement Perception Motivation 	<ul style="list-style-type: none"> Discuss How Attitudes are Formed. Describe the Meaning of Cognitive Dissonance and Identify and Describe the Important Work-Related Attitudes. Describe Basic Perceptual Processes, and How Perception Affects Fairness, Justice, and Trust in Organizations Characterize The Nature of Motivation, Including its Importance and Basic Historical Perspectives. Identify and Describe the Need-Based Perspectives on Motivation. Identify and Describe the Major Process-Based Perspectives on Motivation. Describe Learning-Based Perspectives on Motivation. 	<ul style="list-style-type: none"> Chapter Reading Knowledge Checks Self-assessments Discussion/ Participation Reflection Assignment <p>CONSULT WORLDCLASSROOM / CANVAS FOR MORE SPECIFIC DETAILS</p>
Week 4	LEADERSHIP	Topics	Learning Objectives/Outcomes	Activities
		<ul style="list-style-type: none"> Influence & Power Leader Characteristics Traits & Motives Personality 	<ul style="list-style-type: none"> Identify and Describe Different Kinds of Position and Personal Power. Discuss How Individuals and Groups Obtain and Use Power Discuss Influence and Describe which Influence Tactics are the Most and Least Effective. Identify Key Motives that Contribute to Leadership Effectiveness Describe Cognitive Factors Associated with Leadership Effectiveness Discuss the Hereditary versus Environment Issue In Relation to Leadership Effectiveness. Summarize the Strengths and Weaknesses of the Trait Approach to Leadership. 	<ul style="list-style-type: none"> Chapter Reading Self-assessments Discussion/ Participation Reflection Assignment Final Project Partial Submission <p>CONSULT WORLDCLASSROOM / CANVAS FOR MORE SPECIFIC DETAILS</p>

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Week 5	LEADERSHIP	Topics	Learning Objectives/Outcomes	Activities
		<ul style="list-style-type: none"> • Behavior & Styles • Task vs. Relationship Orientation • Contingency & Situational Leadership 	<ul style="list-style-type: none"> • Explain the Key Leadership Dimensions • Describe the Task Oriented Leadership Behaviors and Attitudes • Describe the Relationship Oriented Attitudes and Behaviors • Describe the Participative and Autocratic Leadership Styles • Explain the Entrepreneurial Style of Leadership • Determine How to Choose the Most Appropriate Leadership Style • Describe How the Situation Influences the Choice of Leadership Objectives • Present an Overview of the Contingency Theory of Leadership Effectiveness • Explain the Path Goal Theory of Leadership Effectiveness 	<ul style="list-style-type: none"> • Chapter Reading • Knowledge Checks • Self-assessments • Discussion/ Participation • Reflection Assignment <p>CONSULT WORLDCLASSROOM / CANVAS FOR MORE SPECIFIC DETAILS</p>
Week 6	MANAGING TEAMS	Topics	Learning Objectives/Outcomes	Activities
		<ul style="list-style-type: none"> • Decision-making • Groupthink • Problem Identification & Resolution • Creative Problem Solving • Change Management 	<ul style="list-style-type: none"> • Describe the Nature of Decision Making and Distinguish it from Problem Solving • Discuss the Rational Approach to Decision Making • Identify and Discuss the Primary Behavioral Aspects of Decision Making • Discuss Group Decision Making in Organizations • Discuss the Nature of Creativity and Relate it to Decision Making and Problem Solving • Summarize the Dominant Forces of Change in Organizations and Describe the Process of Planned Organization Change. • Discuss Several Approaches to Organizational Development. • Explain Resistance to Change • Identify the Keys to Managing Successful Organization Change and Development and Describe Organizational Learning 	<ul style="list-style-type: none"> • Chapter Reading • Knowledge Checks • Self-assessments • Discussions/ Participation • Reflection Assignment • Final Project Partial Submission <p>CONSULT WORLDCLASSROOM / CANVAS FOR MORE SPECIFIC DETAILS</p>

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Week 9	CONCLUSION	Topics	Learning Objectives/Outcomes	Activities
		<ul style="list-style-type: none"> • Creating Value • SMART Goals • Boyatzis' Intentional Change Theory • Maxwell's Capacity Challenge • Competitive Advantage 	<ul style="list-style-type: none"> • Demonstrate the acquisition of course knowledge and competencies. • Identify and evaluate opportunities to create personal value. • Identify and evaluate opportunities to create organizational value. • Explain Competitive Advantage. • Develop an implementation plan to build capacity and create value. 	<ul style="list-style-type: none"> • Final Project Due –Human Capital Capacity Building Plan • SMART Goals PowerPoint Presentation CONSULT WORLDCLASSROOM / CANVAS FOR MORE SPECIFIC DETAILS
Evaluation Portal		ONLINE EVALUATION: https://evaluation.webster.edu - available weeks 8 & 9, posted in WorldClassroom as well		

* Course Policies

Please silence all cell phones during class (set to vibrate for emergency calls is acceptable). Even while meeting remotely a ringing phone can be distracting.

Participation

To increase learning capacity, students are expected to fully participate in ALL discussions, assignments, and presentations.

SYLLABUS & OUTLINE

The syllabus and outline may be revised at any time, solely at the discretion of the instructor without prior notice or consent of students. The schedule represents an approximate expectation of course progress. The instructor also reserves the right to alter or modify course grading. Any and all necessary changes will be announced in class.

Institutional Policies

Academic Policies

Academic policies provide students with important rights and responsibilities. Students are expected to familiarize themselves with all academic policies that apply to them. Academic policies for undergraduate students can be found in the Undergraduate Studies Catalog; graduate students should review the Graduate Studies Catalog.

Undergraduate Studies Catalog

The Undergraduate Studies Catalog contains academic policies that apply to all undergraduate students. The *academic policies and information* section of the catalog contains important information related to **attendance, conduct, academic honesty, grades, and more**. If you are an undergraduate student, please review the catalog each academic year. The current Undergraduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/undergraduate-catalog/> (<http://www.webster.edu/catalog/current/undergraduate-catalog/>).

Graduate Studies Catalog

The Graduate Studies Catalog contains academic policies that apply to all graduate students. The *academic policies* section of the catalog contains important information related to **conduct, academic honesty, grades, and more**. If you are a graduate student, please review the catalog each academic year. The current Graduate Studies Catalog is at:

<http://www.webster.edu/catalog/current/graduate-catalog/> (<http://www.webster.edu/catalog/current/graduate-catalog/>).

Grading

The Grades section of the academic catalog outlines the various grading systems courses may use, including the information about the final grade reported for this class.

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading>
[.http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading](http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html#grading)

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>
(<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html#grades>).

Incomplete

There are important policies that govern grades of Incomplete (I), including the circumstances under which Incomplete grades are granted, deadlines for completion, and consequences should the remaining course work not be completed. It is the responsibility of a student who requests an Incomplete to ensure that he/she understands and follows the policies.

Grade Appeals

Instructors are responsible for assigning grades, and student should discuss grade issues with the instructor. Policies and procedures for appealing grades are available in the appropriate catalog.

Academic Honesty Policy

Webster University is committed to academic excellence. As part of our Statement of Ethics, we strive to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students are encouraged to talk to instructors about any questions they may have regarding how to properly credit others' work, including paraphrasing, quoting, and citation formatting. The university reserves the right to utilize electronic databases, such as Turnitin.com, to assist faculty and students with their academic work.

The University's Academic Honesty Policy is published in academic catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/academic-policies.html>).

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/academic-policies.html>
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As a part of the University commitment to academic excellence, the Academic Resource Center provides student resources to become better acquainted with academic honesty and the tools to prevent plagiarism in its many forms:

http://www.webster.edu/arc/plagiarism_prevention/ (http://www.webster.edu/arc/plagiarism_prevention/).

Statement of Ethics

Webster University strives to be a center of academic excellence. The University makes every effort to ensure the following:

- The opportunity for students to learn and inquire freely
- The protection of intellectual freedom and the rights of professors to teach
- The advancement of knowledge through scholarly pursuits and relevant dialogue

To review Webster University's statement of ethics, see the Undergraduate Studies Catalog and the Graduate and Studies Catalog:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/overview.html#ethics>).

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html> (<http://www.webster.edu/catalog/current/graduate-catalog/ethics.html>).

Contact Hours for this Course

It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, the content must be covered at another time.

Important Academic Resources

Academic Accommodations

Webster University makes every effort to accommodate individuals with academic/learning, health, physical and psychological disabilities. To obtain accommodations, students must identify themselves and provide documentation from a qualified professional or agency to the appropriate campus designee or the Academic ADA Coordinator at the main campus. The Academic ADA Coordinator may be reached at

314-246-7700 or disability@webster.edu (<mailto:disability@webster.edu>).

If you have already identified as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor of the accommodations you will require for this class at the beginning of the course.

Academic Resource Center

Additional support and resources may be accessed through the Academic Resource Center (ARC). Support and resources include academic counseling, accommodations, assistive technology, peer tutoring, plagiarism prevention, testing center services, and writing coaching. Visit www.webster.edu/arc (<http://www.webster.edu/arc>) or Loretto Hall 40 on the main campus for more information.

Student Success Portal

Webster University's Student Success Portal, powered by Starfish, is a communications tool to connect students with faculty members and campus support services. It allows faculty and staff members to communicate with you regarding academic achievements as well as areas where support may be helpful. You may use the portal to contact faculty and staff members for assistance and to arrange meetings. Activity in the portal will be communicated to your Webster University email account. The Student Success Portal is available via your course home page in WorldClassRoom or via Connections. Learn more about the Student Success Portal at <http://www.webster.edu/success/students.html> (<http://www.webster.edu/success/students.html>).

University Library

Webster University Library is dedicated to supporting the research needs and intellectual pursuits of students throughout the University's worldwide network. Resources include print and electronic books, journal articles, online databases, DVDs and streaming video, CDs and streaming music, datasets, and other specialized information. Services include providing materials at no cost and research help for basic questions to in-depth exploration of resources. The gateway to all of these resources and services is <http://library.webster.edu> (<http://library.webster.edu/>). For support navigating the library's resources, see <http://libanswers.webster.edu/> (<http://libanswers.webster.edu/>) for the many ways to contact library staff.

Drops and Withdrawals

Drop and withdrawal policies dictate processes for students who wish to unenroll from a course. Students must take proactive steps to unenroll; informing the instructor is not sufficient, nor is failing to attend. In the early days of the term or semester, students may DROP a course with no notation on their student record. After the DROP deadline, students may WITHDRAW from a course; in the case of a WITHDRAW, a grade of W appears on the student record. After the WITHDRAW deadline, students may not unenroll from a course. Policies and a calendar of deadlines for DROP and WITHDRAW are at:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/enrollment.html>).

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html> (<http://www.webster.edu/catalog/current/graduate-catalog/enrollment.html>).

Academic Calendar - <http://www.webster.edu/academics/academic-calendar/> (<http://www.webster.edu/academics/academic-calendar/>).

Current tuition rates, policies, and procedures, including details of pro-rated tuition refunds, are available in the "Tuition, Fees, and Refunds" section of Webster's Academic Catalogs:

Undergraduate

<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>
(<http://www.webster.edu/catalog/current/undergraduate-catalog/tuition.html>).

Graduate

<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html> (<http://www.webster.edu/catalog/current/graduate-catalog/tuition.html>).

Student Handbook and Other Important Policies

Student handbook and other non-academic policies may apply to you and may impact your experience in this class. Such policies include the student code of conduct, privacy, technology and communications, and more. Please review the handbook each year and be aware of policies that apply to you. The handbook is available at:

<http://www.webster.edu/student-handbook/> (<http://www.webster.edu/student-handbook/>).

Sexual Assault, Harassment, and Other Sexual Offenses

Webster University makes every effort to educate the community to prevent sexual assault, harassment, and other sexual offenses from occurring, and is committed to providing support to those affected when this behavior does occur. To access information and resources or to review the Policy on Sexual Assault, Harassment, and Other Sexual Offenses, visit:

<http://www.webster.edu/sexual-misconduct/> (<http://www.webster.edu/sexual-misconduct/>).

Research on Human Subjects

The Webster University Institutional Review Committee (IRB) is responsible for the review of all research on human subjects. The IRB process applies to all Webster University faculty, staff, and students and must be completed prior to any contact with human subjects. For more information on the IRB, visit:

<http://www.webster.edu/irb/index.html> (<http://www.webster.edu/irb/index.html>).

Course Evaluations

At the end of this course, you will have the opportunity to provide feedback about your experience. Your input is extremely valuable to the university, your instructor, and the department that offers this course. Please provide your honest and thoughtful evaluation, as it helps the university to provide the best experience possible for all of its students.

Important Technology Information

Connections Accounts

Webster University provides all students, faculty, and staff with a University email account through Connections. Students are expected to activate their Connections account and regularly check incoming University email. Students may choose to have their University email forwarded to an alternate email address. Connections account holders can call the Help Desk (314-246-5995 or toll free at 1-866-435-7270) for assistance with this setup. Instructions are also provided on the Information Technology website at:

<http://www.webster.edu/technology/service-desk/> (<http://www.webster.edu/technology/service-desk/>).

WorldClassRoom

WorldClassRoom is Webster's Learning Content Management System (LMS). Your instructor may use WorldClassRoom to deliver important information, to hold class activities, to communicate grades and feedback, and more. WorldClassRoom is available using your Connections ID at:

<https://worldclassroom.webster.edu/> (<https://worldclassroom.webster.edu/>).

Webster Alerts

Webster Alerts is the University's preferred emergency mass notification service, available free to current students, faculty and staff at all US campuses. By registering a valid cell phone number and email address, you will receive urgent campus text, voice mail and email communications. Valuable information concerning a range of incidents affecting you - from weather-related campus closures, class delays and cancellations, to more serious or life-threatening events - are immediately and simultaneously delivered through multiple communication channels. To register for Webster Alerts, visit:

<http://www.webster.edu/technology/services/webster-alerts/> (<http://www.webster.edu/technology/services/webster-alerts/>).

Campus Information

Due to the Education Centers not re-opening in the DC region as of yet *please* meet via Zoom for the Spring 2 term.

Instructors will post the meetings in WorldClassroom/Canvas for students to log in each week (added security measure). On the left side with all the hyperlinks there will be one for Zoom.

We recommend Chrome for the browser and please mute yourself when not speaking, also only you are able to unmute yourselves in Zoom. If there are many participants it also might be wise to disengage video too (or if bad weather) if low band width messages continually appear.

Webster University - Joint Base Andrews:

Phone (301) 420-2256

aafb@webster.edu

Additional Items

Emerson Library: library.webster.edu

There is a live chat feature - home page, contact a librarian (middle of page, middle box): Chat with a librarian on left side (might have to scroll down a bit) - accessible 24 hours a day.

The WSBT subject librarian is:

Business & Management	Mary Anne Erwin	800-985-4279	maerwin@webster.edu
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Please use these excellent resources