Course Objectives

The purpose of this course is to enhance your understanding of human capital in organizations in order to assist in your development as an effective organizational leader. It is your “people skills” that will ultimately have the most impact on your ability to have sustainable success in the workplace. This course focuses on the essential practices of human capital and how those practices impact organizational performance. This course will involve readings, lectures, cases and experiential exercises.

As human capital becomes increasingly important to business success, future organization leaders must be as adept at competing for talent and building and deploying talent resources. Students aspiring to become management executives will find this class useful in providing sound principles of human capital to make better decisions about the talent in their organizations. Leaders must connect the investments in human capital management (such as training, leadership, career development, staffing and organizational design) to the critical pivot points that affect the organization’s strategic success. They must learn to achieve organizational success by skillfully using the leverage provided by human capital management.

Students aspiring to be human capital managers will find this class useful in creating a logical and tangible connection between their work and the success of the organization. The class positions human capital leaders as partners in talent decisions, working with business executives to affect the core mission and strategic outcomes of their organization.

The class proceeds from the premise that managers must learn to enhance their decisions about human capital in their respective organizations. In smaller organizations, there may be no human capital staff available and thus every employee is expected to develop and implement policies and practices that relate to managing the human assets in the firm.
After completing this course, you should:
1. Be more familiar with current research and practices on key human capital topics such as people management practices, employee engagement, creating a culture of creativity and innovation within an organization and other leading edge human capital practices.
2. Be better able to diagnose strategic organizational situations, identify where human capital can significantly enhance organizational success, and understand the tools and techniques that can be used to address them.
3. Identify how to implement the specific processes and systems that support the organization’s strategy and contribute to a high performance culture.
4. Understand how to identify the gaps in current human capital systems and develop recommendations for changing the human capital processes to optimize results and engagement of people.
5. Connect learning with application through assignments and an integrative paper to implement the human capital concepts.

My learning philosophy can be summed up as follows:
The course should help instill in you skills and core competencies that will help you compete in a global environment. At its heart, you need have a fundamental understanding of human capital and how you as a manager can help develop people reach their fullest potential in their respective organization. The information in this course is timely, relevant and succinct in its approach to the material covered. I expect your full participation. This is not a class for you to take a back seat to anyone else. I expect appropriate feedback so that it incorporates the key areas that you need to be an effective manager.

Foundational Principles informs Practice. In short, this means that students learn best when they understand the underlying foundational principles and then how those principles translate into specific skills and core competencies. While there are limits to how experiential this class can be, we will use every opportunity to actually apply what we are learning through discussions, cases and reports.

This model requires your active participation in each class session. There will be an assignment for each session designed to facilitate this participation. It is vital that you complete these assignments and come prepared to discuss them. The reading assignments provide an especially important foundation for class discussions and must be completed prior to each class session.

You must come to class prepared to discuss the assigned readings and cases.

Leadership and this Course
In this course, you will directly enhance your knowledge and understanding of human capital. Through class discussion, informal study groups, and formal group projects you will enhance your communication and collaboration skills. You will learn how high quality, sustainable people management behaviors enhance the ability of managers to lead their organizations effectively and with integrity. Finally, many of the cases and examples involve specific companies that will give you a holistic perspective on approaches to managing people.
Required Materials

Strategic Human Capital Management: Creating Value through People Jon Ingham Elsevier 2007 London United Kingdom

The Human Capital Edge Bruce Pfau, PhD and Ira T. Kay PhD McGraw Hill 2002 New York

Engaging for Success: enhancing performance through employee engagement David MacLeod NIta Clarke Report to UK Government 2009

Course Requirements and Grading

Your grade in the course will be determined as follows:

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<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Individual Class Contribution</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>Case Study Writeup</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Case Study Writeup</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Application Paper</td>
<td>100</td>
<td>30%</td>
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<td>400</td>
<td>100%</td>
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Description of Requirements

Individual Class Contribution (30%)

Your contribution to class discussions and exercises will be graded as follows:

Grade | Achievement
100  | Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.
90   | Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat..
80   | This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.
70   | Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights or a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.
For the learning process to be effective, you will need to prepare carefully before class and contribute actively during class. Preparation involves both thorough analysis and developing a personal position on issues raised in the cases and readings. Unless you have thought about and adopted a personal position, it is very hard to learn from others’ contributions in the class. This does not mean that you have “solved” the case, in the sense that you have identified the one best answer to the issues facing the firms and managers in the case. Invariably, given the complexities of people and situations in the real world, there is no single answer. Instead, thorough preparation means that you read the materials, consider the issues raised by the case and assignment questions, and carry out appropriate analysis in order to arrive at a thoughtful position concerning the options that face the firms and managers in the case. By actively participating in class discussions, you will sharpen your own insights and those of your classmates.

Conversation Guidelines¹:

i. **Listen before you speak.** Polite conversationalists do not walk up to a group and begin talking. Even if they are quite familiar with the individuals they approach they wait to find out what is being discussed at the moment. Make genuine connections with the important points being made.

ii. **Connect with points already made.** Inept conversationalists make a passing reference to the current conversation, but move quickly to what they had on their minds before joining the group. The more interesting conversationalist continues to make genuine links to the ideas of others. As a result, the content they intend to share upon arrival is shaped by the conversation, and shapes the conversation. By extension, the generation of new ideas that could only have come from engaging with others is the sign of successful conversation.

iii. **Be interesting.** We don’t listen long to those who repeat previous points in a conversation or are tangential to the main thread of conversation. The good conversationalist thinks about people he or she is talking to, considers what would interest them, edits content to make sure that these connections are clear, and then says something the others have not thought of before. Consider if you were speaking to people you would most like to meet. If you were lucky enough to meet an author in the conversation that interests you, you would not be completely tongue-tied, but would work hard to think of the most interesting thing you could say.

iv. **Be self-critical.** Be critical in your thinking and in your comments, but also try and be constructive and respectful of different points of view (even when you strongly disagree).

v. **Substantiate your ideas.** Quality of contributions is what matters, not quantity. When you make a statement, be sure you can substantiate and support your statement—this is more important than being right or wrong.

Some of the things that have an impact on effective class contribution are the following:

- No single individual should dominate the discussion. Make your points, and then let others have a chance to make theirs. An “equal time” rule will be in effect.
- Is the contributor a good listener? (e.g., not merely repeats what others have just said)
- Is the contributor willing to interact with other class members?
- Are the points that are made relevant to the discussion? Are they linked to the comments of others? Are they linked to current or past course material?
- Do the comments add to our understanding of the situation?

¹ These guidelines were borrowed from *Writing For Scholarly Publication*, by Anne Sigusmund Huff
✓ Does the contributor distinguish between different kinds of data (i.e., facts, opinions, beliefs, etc.)?
✓ Is there a willingness to test new ideas, or are all comments, “safe?” For example, repetition of case facts without analysis and conclusions.
✓ Can the contributor substantiate and support his/her statements?
✓ Are the comments critical, but also constructive and respectful of different points of view (even when you strongly disagree)?

**Human Capital Paper**

(30% of final grade)
Length of paper is approximately 6 - 8 pages.
The outcome of this paper is to provide you with a detailed set of recommendations that could be discussed and potentially implemented in your organization. A detailed handout will be given to describe the requirements of this paper. This paper will contain the following elements:

1. **Overview:** This section includes a general overview of the importance of an effective Human Capital system which is integrated with the strategic and financial plans of the organization. This overview will include the importance of designing and implementing Human Capital processes and systems to optimize the use of talents (individual and team) to impact organizational performance.

2. **Analyze your current organization’s Human Capital processes in ONE of the following four areas (for those students who are not currently working full time, they would analyze the most recent organization they worked for):**
   a) Talent Acquisition
   b) Learning and Development
   c) Culture of Innovation
   d) Career Development and Succession Planning

   For the system that you select as the focus for your analysis, you will begin with a general overview of the area (using the information from articles in the reading packet, our class exercises/discussions, etc.), then you will describe how your organization currently uses the system to impact business/organizational performance and the engagement of people.

3. Based on the gap analysis you conducted on your current organization’s processes and systems (in #2 above), you will provide 3 – 5 specific recommendations on how to expand, improve and/or redesign the Human Capital process to “fill the gaps” you identified.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1: 5/24/12 | People Management Practices               | Ingham Chapter 2
                           | Katz Readings                                 |     |
| 2: 5/31/12 | Intangible Capability through People       | Ingham Chapter 4                              |     |
| 3: 6/7/12  | Measurement of Human Capital               | Watson Wyatt Human Capital Index              |     |
| 4: 6/14/12 | Employee Engagement                       | Macleod Report to UK Government              |     |
| 5: 6/21/12 | Building a Creative Climate for Innovation | Miller Chapter 6 & 7                         |     |
| 6: 6/28/12 | SHRM Annual Conference                     | Lessons Learned from SHRM Conference          |     |
READING LIST

*Putting People First for Organizational Success*, J. Pfeffer & J. Veiga, Academy of Management Executive, 1999, V.13, No. 2.


Classroom Professionalism Policy

The highest professional standards are expected of all members of the CMU community. Students are expected to be professional in all respects.

The classroom experience is enhanced when:

- **Students arrive on time.** On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions.

- **Students minimize unscheduled personal breaks.** The learning environment improves when disruptions are limited.

- **Students are fully prepared for each class.** Much of the learning takes place during classroom discussions. When students are not prepared they cannot contribute to the overall learning process. This affects not only the individual, but their peers who count on them, as well.

- **Students respect the views and opinions of their colleagues.** Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

- **Laptops are closed and put away.** When students are surfing the web, responding to e-mail, instant messaging each other, and otherwise not devoting their full attention to the topic at hand they are doing themselves and their peers a major disservice. Those around them face additional distraction. Fellow students cannot benefit from the insights of the students who are not engaged. Faculty office hours are spent going over class material with students who chose not to pay attention, rather than truly adding value by helping students who want a better understanding of the material or want to explore the issues in more depth. Students with real needs may not be able to obtain adequate help if faculty time is spent repeating what was said in class. There are often cases where learning is enhanced by the use of laptops in class. Faculty will let you know when it is appropriate to use them. In such cases, professional behavior is exhibited when misuse does not take place.

- **Phones and wireless devices are turned off.** We’ve all heard the annoying ringing in the middle of a meeting. Not only is it not professional, it cuts off the flow of discussion when the search for the offender begins. When a true need to communicate with someone outside of class exists (e.g., for some medical need) please inform the professor prior to class.

Additional Class Policies
· **Lecture Slides.** Lecture slides will be available on Blackboard prior to 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 Mr. Ghosh’s permission.

· **Late Policy.** Assignments should only be emailed to Mr. Ghosh. Do not put off completing or printing assignments until the last minute when problems may arise.

· **Missed Classes.** If you miss class, you are responsible for obtaining any notes, handouts, additional reading materials, or assignment changes from your classmates or from the website.

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**Voicing Your Concerns**

If you have concerns, suggestions, or feedback about any aspect of this class, please voice them to me.

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**The Carnegie Mellon Code**

Students at Carnegie Mellon, because they are members of an academic community dedicated to the achievement of excellence, are expected to meet the highest standards of personal, ethical and moral conduct possible.

These standards require personal integrity, a commitment to honesty without compromise, as well as truth without equivocation and a willingness to place the good of the community above the good of the self. Obligations once undertaken must be met, commitments kept.

As members of the Carnegie Mellon community, individuals are expected to uphold the standards of the community in addition to holding others accountable for said standards. It is rare that the life of a student in an academic community can be so private that it will not affect the community as a whole or that the above standards do not apply.

The discovery, advancement and communication of knowledge are not possible without a commitment to these standards. Creativity cannot exist without acknowledgment of the creativity of others. New knowledge cannot be developed without credit for prior knowledge. Without the ability to trust that these principles will be observed, an academic community cannot exist.

The commitment of its faculty, staff and students to these standards contributes to the high respect in which the Carnegie Mellon degree is held. Students must not destroy that respect by their failure to meet these standards. Students who cannot meet them should voluntarily withdraw from the university.
Mutual Trust and Respect

An environment of mutual trust and respect is necessary if the institution is to promote integrity. Mutual trust and respect are prerequisites for open communication and honest dialogue about values, goals and expectations. They require freedom of expression without fear of retribution, institutional or otherwise, and value the diversity of persons, ideas and choices differing from one’s own. They recognize that being in a diverse community is an advantage to encouraging discovery and creativity. Both respect for individuals and respect for institutional values involves balancing the claims of personal autonomy with the goals and mission of the institution. All of us need to be alert to prevent the power structure of the classroom and the university as a whole from suppressing legitimate beliefs and practices. If trust should break down, we need to explore the reasons for the breakdown and identify ways for the community to rebuild trust among its members.

A basis for promoting trust and respect is provided by ensuring that the faculty treat the student's education and the student as ends rather than as a means to some end. For example, the graduate student's development as a researcher and professional, his or her learning and well-being, have to be honored as ends in themselves, rather than treating graduate student work merely as a means to the end of the production of knowledge (from which the professor may benefit more than the student).

Students at all levels must be encouraged to value their university experience as learning and personal growth, rather than solely as the means to a career goal. They are responsible for rendering an atmosphere of mistrust by their teachers and among themselves unnecessary by consistently living up to the university's standards.

Fairness and Exemplary Behavior

The preservation of academic integrity means not only commitment to ideals but also justice in carrying out these ideals. Faculty, staff and administration must deal fairly in all of the various decisions they make which have consequences for students and all the other stakeholders of the university. When questions arise as to whether such decisions distribute benefits and burdens fairly, significant dialogue and open communications about such decisions should be conducted. The power that teachers wield in the classroom must be exercised with the greatest possible care for maintaining fairness, which means examining classroom practice for any hidden assumptions which might produce confusion or partiality. It also means that we describe to students what the expected commitment for a learning environment is and how to deal with conflicts of commitment, for example time management problems, as they arise.

Students must strive to be fair to each other, for example in not claiming unjustified credit in carrying out joint projects and in the appropriate sharing of facilities. Staff must demonstrate impartiality in offering students information, opportunities and perquisites.

Integrity in the campus community is more than just swift punishment of plagiarism or cheating. It is an on-going process which asks everyone to both consider carefully and practice consistently the honesty, clear thinking, professionalism, fairness and trust that make learning, teaching and living here rewarding. When misunderstandings or conflicts over what constitutes integrity arise, as they may in a changing society, the campus must use the opportunity to exercise impartiality and wisdom to
adjudicate between ideas and parties. Rightly settled, such issues will become the basis for shared understandings in the future. The university expects its members to be leaders in matters concerning integrity, not only here, but in the larger society we serve.

Thank you for taking the course and I look forward to working together.