



MASTER COURSE: Mestrado Profissional em Gestão Internacional (MPGI)

COURSE: Human Capital in a Global World

CREDITS: 6 ECTS

PROFESSOR: Ana Pliopas

Module 2/ 2016

PROGRAM

COURSE DESCRIPTION

This course involves the study of Human Capital Management in the context of multicultural and international affairs. The aims of the course are to have an overview of individuals inside organizations and organizational culture and them understand leadership, groups and teams' dynamics, motivation and performance management and conflict management.

LEARNING GOALS

Main objective: prepared students to face the challenges of managing people in global environments.

Specific Objectives:

- to enhance students' awareness (including self-awareness) of people management issues;
- to analyze and synthesize different concepts and critically evaluate their usefulness in addressing the problems of managing people;

LEARNING / TEACHING

The course will be based on class discussions, lectures and case studies. Each class requires pre-reading and some case analyses.

PERFORMANCE EVALUATION

| Deliverables | Weight |
|------------------------------------|--------|
| Class Preparation and Contribution | 20% |
| Case Analyses | 35% |
| Individual Final Exam | 45% |

Class Preparation and Contribution

Prepare for each session beforehand by analyzing the case studies and assigned readings and be prepared to contribute constructively and meaningfully to everyone's learning.

Given the subjectivity of this kind of rating, it is very important not only to be clear as to what we are measuring but also to have an idea of how it will be measured.

- How:
 - 50% instructors evaluation
 - 25% self evaluation
 - 25% peers evaluation

- What: A combination of Class preparation, Quality of participation in class and Attendance:
 - Class Preparation. It is essential to come to class as prepared as possible. We will cover a significant amount of material each session and the more pre-reading you have done, the better you will be able to follow the class and quickly grasp the concepts.
 - Quality of In-class Participation and Contribution.
 - Good quality comments tend to add to everyone's learning experience. Examples and insights that highlight the immediate relevance of the issues discussed in class to your day-to-day work experience are particularly useful. Questions that help clarify confusing concepts are also extremely helpful.
 - Attendance: Absences will affect both your learning and your preparation and contribution grade.

Case Analyses

Teams will be asked to answer several questions related to the each of the different cases we will cover during the course. Each team will work before the assigned class and will be required to produce a written report on such discussions.

For EACH case, every team has to produce the following:

- A short (3-4 page) report for each case to be used by the teams in class, during case discussion interaction. They are also due in and will be graded by your instructor.

Analysis:

- Each case is context-sensitive. There is a reason that it is assigned for that specific session.
- An important part of the participation grade will derive from demonstrating that each team and student have used the readings assigned for the class in the analysis of the case.

Recommendations:

- All recommendations made by teams of each case should be related to the analyses made by the team: i.e., solutions should complement problems and root causes pinpointed in the analysis. Conversely, each problems or point should have a consequent recommendation.

PROGRAM CONTENTS (Overview)

- Individuals inside organizations
 - Emotional Intelligence
 - Individual Differences
- Organizational Culture
- Leadership
 - Different Styles
 - Competencies at Different organizational Levels
 - Situational Leadership
- Motivation and Performance
 - Expectancy Theory
 - Need-Motive-Value theories
 - Reinforcement Theory (Extrinsic Rewards)
 - Equity Theory (Social Comparison)
 - Goal Setting Theory
- Teams and Groups
 - Definitions
 - Team Development Phases
 - High Performing Teams
- Conflict Management
 - Functional and dysfunctional conflict
 - Causes of conflict
 - Dealing with conflict

READINGS

- Adler, N., & Gundersen, A. (2008). *International Dimensions of Organizational Behavior*. 5th ed. Cincinnati, OH: South-Western.
- Goleman, D. (2003). An EI-Based Theory of Performance. In C. Cherniss, & D. Goleman (Eds.), *The Emotionally Intelligent Workplace* (John Wiley & Sons). <http://www.eiconsortium.org>
- Charan, R., Drotter, S., & Noel, J. (2010). *The leadership pipeline: How to build the leadership powered company*. John Wiley & Sons. (Chapters 1 & 2)
- Christensen, C. M.(2006). What is an Organization's Culture? *Harvard Business School Note*, 399-104.[399104-PDF-ENG]
- Collins, J. (2005). Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review*, 83(7), 136. [R0507M-PDF-ENG]
- Edmondson, A. C. (2012). Teamwork on the Fly. *Harvard Business Review*, 90(4), 72-80.[R1204D-PDF-ENG]
- Eisenhardt et al. (1997) How Management Teams Can Have a Good Fight. *Harvard Business Review*, 75(4), 77-85. [97402-PDF-ENG]
- Goleman, D. (2000) Leadership that gets results. *Harvard Business Review*, 78(2), 79-90. [R00204-PDF-ENG]
- Grewal, D. & Salovey, P. (2005) Feeling Smart: The Science of Emotional Intelligence. *American Scientist*. 93(4), 330-339.
- Goffee, R., & Jones, G. (1996). What holds the modern company together? *Harvard Business Review*, 74, 133-150. [96605-PDF-ENG]
- Handling Conflict in Teams (2000). [HBS C0004F-PDF-ENG]
- Herzberg, F. (2003). One more time: How do you motivate employees?. *Harvard business review*, 81(1), 87-96. [R0301F-PDF-ENG]
- Hill, L. (1994). Power dynamics in organizations. Harvard Business School note, 9-494. [HBS 494083-PDF-ENG]
- Hersey, P.H, Blanchard, K. & Johnson, D. E. (2013). *Management of organizational behavior: Leading human resources*. (10th ed.) Pearson Education inc, New Jersey.
- Katzenbach & Smith (1993) *The Discipline of Teams*. Harvard Business Review.[R0507P-PDF-ENG]
- Moritz, B. (2014). KEEPING MILLENNIALS ENGAGED. *Harvard Business Review*. [R1411A-PDF-ENG]
- Nohria, N., Groysberg, B., & Lee, L. (2008). Employee motivation: A powerful new model. *Harvard Business Review*, 86(7/8), 78.[R0807G-PDF-ENG]
- Payne, D. & VanSant S. (2009). *Great minds don't think alike*. Center for Applications of Psychological Type. Gainesville.
- Rifkin, G. (2006). Building better global managers. *Harvard Management Update*, 11(3), 1.[U0603A-PDF-ENG]
- Steers, R. & Sanchez-Runde, C. (2010) Discovering what makes your employees tick. *IESE Insight*. (Available via HBSP IIR025-PDF-ENG)
- Williams, M. J. (1997). Don't avoid conflicts-manage them. *Harvard Management Update*, 3-5. [U9707A-PDF-ENG]
- Herzberg, F. (2003). One more time: How do you motivate employees?. *Harvard business review*, 81(1), 87-96. [R0301F-PDF-ENG]

Cases:

- Case 1: Wolfgang Keller at Konigsbrau - TAK (A) [HBS 9-489-045]
- Case 2: MacGregor (available at <http://www.people.vcu.edu/~rsleeth/MGMT656/Supplement/MacGregor.pdf>)
- Case 3: Southwest Airlines: Using Human Resources for Competitive Advantage (A) [Stanford HR1A-PDF-ENG]
- Case 4: Donna Dubinsky and Apple Computer [HBS 486083-HCB-ENG]

Detailed course plan

| Date | Session topic | Readings | Deliverables |
|------------------|---|--|--|
| Session 1 TBD | Introduction to Human Capital in a Global World Individuals inside organizations - Emotional intelligence | HCGW syllabus Rifkin (2006) Goleman (2003) Grewal & Salovey (2005) | 1) What are your expectations about the course? 2) What needs to happen for this to be a successful course for you? 3) What will you do to make this course successful? |
| Session 2 TBD | Individuals inside organizations (continuation) - Individual differences Organizational culture | Payne, D. & VanSant S. (2009). Pages 1-15. Christensen (2006) Goffee & Jones (1996) | 1) What are the 4 preferences encountered in the MBTI model? Describe each of them. 2) What is organizational culture? 3) What are the ways someone can develop an understanding of a group culture when joining from outside? |
| Session 3 TBD | Case study discussion Organizational culture (continuation) Leadership - Different styles - Competencies at different organizational levels | Case 1: Wolfgang Keller at Konigsbrau Goleman (2000) Charan, Drotter & Noel (2001). Pages 15-49. | Case 1 report 1) Which of the leadership styles described by Goleman you most identify with? Why? 2) Considering the 6 leadership passages described by Charan, Drotter & Noel, what stage are you at now? Are your current challenges what the text indicates? What challenges should you be preparing for? |
| Session 4 TBD | Case study discussion Leadership (continuation) - Level 5 leadership - Situational leadership | Case 2: MacGregor Collins (2005) Hersey, Blanchard, & Johnson (2013). Pages 113-130. | Case 2 report 1) Using Collins' Level 5 Hierarchy, what type of leader are you? What type is your boss? Do you believe this to be typical in effective leadership within your country/region? 2) What are the four leadership styles described by Hersey & Blanchard how do they match the four combinations of high/low readiness and willingness of followers? |

| Date | Session topic | Readings | Deliverables |
|------------------|--|---|---|
| Session 5 TBD | Motivation and performance <ul style="list-style-type: none"> - Expectancy theory - Need-Motive-Value theories - Reinforcement theory (extrinsic rewards) -Equity theory (social comparison) -Goal setting theory | Nohria, Groysberg & Lee (2008) Herzberg, F. (2003) Steers & Sanchez-Runde (2010) Moritz, B. (2014) | 1) What are the most common motivational strategies leaders use in your country? Would they be globally effective? |
| Session 6 TBD | Case study discussion Continuation of Motivation and Performance Management | Case 3: Southwest Airlines | Case 3 report |
| Session 7 TBD | Teams and groups <ul style="list-style-type: none"> -Definitions -Team development -High performing teams | Katzenbach & Smith (1993) – pages 35-53 Edmondson (2012) Handling conflict in team (2010) | 1) Describe Katzenbach and Smith’s team performance curve and give an example of a team you have been a member of for each stage explained by the authors. 2) Can “teaming” work well globally? In what ways is it easier or more complex than local teamwork? |
| Session 8 TBD | Case study discussion Conflict management <ul style="list-style-type: none"> - Functional and dysfunctional conflict - Causes of conflict - Dealing with conflict | Case 4: Donna Dubinsky & Apple Computer Eisenhardt et al. (1997) Hill (1994) Williams (1997) | Case 4 report 1) What are the differences between functional and dysfunctional conflict? 2) Given the supplied texts, what are the most common conflict management strategies used in your country? Are they equally effective globally? |
| Session 9 TBD | Final exam | | |