GEORGETOWN UNIVERSITY
School of Continuing Studies
Human Resources Management

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Course No.:	MPHR 723 - 01
Course Title:	Creating and Maintaining High-Performance Organizations
Semester:	Spring 2014
Instructor:	Professor Jian Hua, PhD
Email:	jhua.georgetown@gmail.com
Office Hours:	By Appointment
Classroom:	640 Mass Ave. C204
Class Time	Thursday 8:00 pm - 10:30 pm, January 08 – April 28, 2013

Course Description

The Creating and Maintaining High-Performance Organizations course helps students develop the methods and skills needed to drive performance while maintaining a highly effective work culture. It will help students develop tools to increase performance across the organization and support the achievement of business objectives, while building the leadership capabilities to meet future business needs. This course provides a systemic view of the organization, best practices for creating a productive climate, and the tools and leadership practices to implement these ideas. This course combines theory and case studies. The main resource for the theory part is two assigned textbooks. The cases and supplementary readings are available as a course reader at the bookstore. The focus of this course will be applied and practice-oriented.

Textbooks and Readings

Required Textbook 1
"Organizational Behavior: Improving Performance and Commitment in the Workplace"
Authors: Jason Colquitt, Jeffrey LePine and Michael Wesson
Publisher: McGraw-Hill/Irwin; 3 edition (2012)
ISBN-13: 978-0078029356
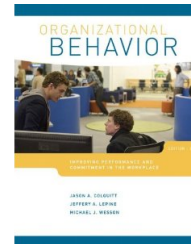
Required Textbook 2
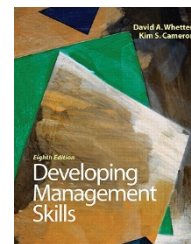"Publication Manual of the American Psychological Association", Sixth Edition
American Psychological Association http://apastyle.org/
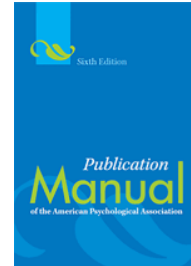
Recommended Readings 1
"Developing Management Skills"
Authors: David A. Whetten and Kim S. Cameron
Publisher: Prentice Hall, 8th edition (2010)
ISBN-13: 978-0136121008

Recommended Reading 2
"The High Performance Organization"
Author: Linda Holbeche
Publisher: Butterworth-Heinemann; 1 edition (2005)
ISBN-13: 978-0750656207

Course Objective:

Upon completion of this course, the student will
- Become familiar with some behavioral problems of managing in increasing complex, diverse and global high performance and underperforming organizations
- Understand the determinants of effective high performance behavior in terms of productivity, satisfaction and growth
- Develop his/her abilities to predict consequences of recommended actions and solutions intended to influence behavior in the appropriate direction
- Develop his/her understanding and personal skills in understanding and handling difficult personal, interpersonal and team based situations
- Be able to diagnose work performance problems

- Enhance the work-related abilities of others
- Create and maintain a high performance work environment

Assessment and Grading Policies

Assignment is on a continuous basis to assure that learning is taking place. The final grade is cumulative of the student's progress during the semester, based on the scheme below:

Online Quiz	10%
Midterm Exam	15%
Final Exam	15%
Case Analysis	30%
Individual Project	30%
Total	**100%**

Grade System:

A	95-100%	Clearly stands out as excellent work. An "A" grade work could be used as a model for other students to follow. Shows excellent grasp of subject matter and conceptual integration. Written submissions are well written and organized. Additional input is provided, relevant to the subject, from outside sources, and where applicable personal experiences integrated.
A-	90-94%	Represents high-quality performance. Shows excellent grasp of subject matter and conceptual integration. Written submissions are very well written and organized. Additional input is provided, relevant to the subject, from outside sources, and where applicable personal experiences integrated.
B+	87-89%	Represents very good work. Shows thorough grasp of subject matter and effective application. Written submissions are well written and organized. Additional input is provided, relevant to the subject, from outside sources, and where applicable personal experiences integrated.
B	83-86%	Represents satisfactory work. Shows adequate level of thinking and analysis. Some level of additional input is provided.
B-	80-82%	Work is below graduate level expectations, marginally passing. Assignments not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.
C	70-79%	Work is clearly unsatisfactory. Assignments poorly written and presented, shows poor analysis, misses important elements, and lacks any noticeable attempts at application.
F	00-69%	Fails to meet minimum acceptable standards.

Course Policy

Cheating
Any student who cheats during an examination or who assists another student in cheating on an examination will automatically fail the course.

Plagiarism or submitting the work of another student as if it were your own will also result in an "F" grade for the course.

Course Norms – As part of the first class session, we will develop norms that promote a conducive and collaborative learning environment and enhance the learning experience.

Attendance - Students are expected to attend all class sessions of this course. The School for Continuing Studies (SCS) attendance policy is strictly enforced. A student who misses more than two classes is subject to withdrawal from the class and a final grade of "F" in the course.

Citation System – Students must use APA Style (APA Publication Manual 6th Edition) for all papers submitted in this course. Points will be deducted for failure to follow APA style. The following links provide guidance for APA style and citations:

http://apastyle.org/ American Psychological Association
http://owl.english.purdue.edu/owl/section/2/10/ Purdue Online Writing Lab

Course Withdrawal
You may drop this course anytime up to the university drop date deadline (July 24 is the last day to withdraw from this course).

Make-up Exams and Incomplete
No make-up exam or projects will be given. There will be no change of grade. Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of "N" shall be granted until the work is submitted and then the grade shall be changed accordingly.

SafeAssign (Blackboard)
Students agree that by taking this course all required papers will be subject to submission to SafeAssign for text matching algorithm for detection of plagiarism. All submitted papers will be added as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers in the future. (*The working principles of Safeassign can be found in http://kb.blackboard.com/display/SAFE/How+Does+SafeAssign+Work*).

Assignments: Case Analysis
There are 10 Case Analyses. All cases can be accessed from Blackboard.
You are expected to use Microsoft Office Word to type your answers. You should write about 3-5 pages in length, double-spaced and Time New Roman Font. Handwriting will not be accepted. Once a case is assigned for reading, the case analysis will be due on the next class time.

Assignment Objectives
Though each chapter in your textbook comes with objectives, I have objectives that I have posted for each class' work. This way, you will understand what I expect of you for that class. There is much more material contained in your textbook than you will need to know for exam. Therefore, you should pay attention to these objectives so you have an idea what I want you to glean from each chapter, website, or discussion board question.

Online Quizzes
After you have read a chapter's objectives, the chapter in the textbook, the PowerPoint notes, you will complete a timed quiz. You can find this quiz under *Weekly Activities* in Blackboard. Each quiz has 20 multiple-choice questions. You are required to complete each quiz within 30 minutes. You can take quizzes at home.

Exams
Midterm Exam will cover Chapters 1-5 of Textbook 1. Final Exam will cover Chapters 6-11 of Textbook 1. You are required to bring your laptop to take exams.

Service to Students with Disabilities
Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource
Center listing the exact accommodations needed.
Students with disabilities should contact the Academic Resource Center (ARC) (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; http://ldss.georgetown.edu/index.cfm) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Honor System
All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material located online at:
http://gervaseprograms.georgetown.edu/honor/system/ . Faculty members are required to address potential violations of the honor code.

The Honor Pledge
In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; To live out a commitment to integrity in all my words and actions; To be honest in every academic endeavor; And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.
To live out the ideals of Georgetown University, I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.

Lectures and Class Participation:

Students should come to lecture prepared to synthesize material from the readings with experiences and examples from HR. The purpose of the lectures is to solidify concepts from the reading via in-class examples and applications, which draw as much as possible from HR scenarios. I encourage students to contribute to the class by offering their own relevant experiences as an HR professional.
Students should come to the lecture having completed the required textbook and article reading, which is outlined in the course outline. The pre-lecture preparation will serve to enhance everyone's learning.

Case Analysis and Discussion
In total, 10 business cases will be analyzed and discussed in this course. Once a case is assigned for reading and analysis, you are expected to answer questions and upload your answers to the blackboard before the due time. Your grade will be based on your written analyses and classroom discussions.

Points	Criteria
0 Points Unacceptable	The student is absent or provides no input into case analysis and discussion.
5 Points Developing	The student contributes when asked. Adds little to no new content or analysis to the discussion. Critical analysis skills are insufficient.
7 Points Competent	Contribution demonstrates preparedness and understanding of the case. The student freely shares experiences and knowledge that illustrate the issues at hand. Uses critical and creative thinking to build on the ideas of others.
10 Points Exemplary	Student provides insightful and critical analysis of the relevant concepts and practices. Contributions stimulate and/or invoke further discussion and analytical thinking. Practices skills in appreciative inquiry and other communication techniques. Solicits input from others in a collegial manner. Does not monopolize or control the discussion.

Individual Project

You are required to write a paper on your current or former employer. You are free to pick up a topic related with high performance organizations. Discussing your topic with your instructor is strongly recommended. By the end of the semester, you need to submit your final paper to Saftassign in the blackboard. This assignment is due on 8/06/2013. **(For each day the paper is late I will reduce this grade by 20%).**

Please start working on your assignment after our Mid-term Exam. Pick either a part of your organization or your whole organization to work with. Try to pick an area where you can interview other executives, where you have access to organizational charts, and where you can get straightforward understandings of performance gaps. Please make the analysis relevant to you and your company.

Your paper should be **10 to 15 pages**, double-spaced, normal fonts.

The outline of your paper is given as follows:

1. Introduction and statement of current performance problems.
Try to keep this section short. Performance is what you want to explain in the rest of the paper. 1-2 pages

2. Diagnosis
Present a diagnosis of why the performance gaps have happened. Explain the organizational problems that have either impeded success or aided success. Blend descriptions of the organization with your analysis. 3-4 pages

3. Solutions.
Develop a solution. The solutions should flow directly from your diagnosis. For example, if your diagnosis showed that current rewards systems had a negative impact on performance, then your redesign should include a new reward system with elements that support a higher level of performance. Try to be as logical and convincing as you can be that the new design will work. Your recommendations should be moderately detailed. Please try to avoid recommendations such as "design a new reward system that promotes better customer relationships". Instead, state in behavioral terms how the system works and why it would be effective. 4-6 pages.

4. References
Give all references you cite in your paper and use APA (Sixth style).

The Grading Rubric of the Final Paper

Criteria	0 Points Unacceptable	20 Points Developing	30 Points Competent	40 Points Exemplary
1.Sufficiency of introductory content for the organizational change effort	Introduction is not included	Introduction is incomplete; key data is missing	Introduction includes most of the relevant information	Introduction includes all the relevant information
2. Diagnosis of the current performance gap	No discussion was presented or content does not demonstrate understanding of the performance gap	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Applies with confidence the principles, tools and techniques for diagnosing gap	Discussion demonstrates mastery of the tools and techniques
3.Theoretical constructs	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Handles in an adequate manner the analysis of the case with known theoretical concepts	Demonstrates mastery of the theories and concepts; uses analytical skill to explore new paradigms or propositions.
4. Methods for implementing redesign- is this the solutions/redesign piece?	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Discusses at least two methods with supporting analytical reasoning	Demonstrates mastery of several redesign methodologies and practices
5.Feasibility of the proposed redesign	No discussion was presented or content does not demonstrate understanding of the subject matter	Shows effort in articulating the topic; however, discussion is incomplete and/or lacks key elements	Presents a comprehensive feasibility evaluation supported with critical analysis	Presents a comprehensive feasibility evaluation supported with critical analysis; including what could have been done differently.
6.Clarity and Coherency	No discussion was presented or explanations are unclear and not organized logically (Major issues)	Explanations generally are unclear and not well organized (Many issues)	Explanations generally are clear and organized (Minor issues)	Explanations are very clear and well organized. (Added helpful details and/or visuals)
7.Writing – representative of Master's level, grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	No paper was submitted or demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	Demonstrates less than proficient academic writing; paper has 10-14 writing/APA errors	Demonstrates proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	Demonstrates scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

Class Schedule

Date	Topic	Assignment
1/9/2013	Introduction; Chapter 1	Case---Bristol Compressors, Asia-Pacific Online Quiz Reading: HPO, Chapter 1
1/16/2013	Chapters 2	Case---Mercy Corps: Positioning the Organization to Reach New Heights Online Quiz Reading: HPO, Chapter 2
1/23/2013	Chapter 3	Case---I.M.A.G.E. International Online Quiz Reading: HPO, Chapter 3
1/30/2013	Chapter 4	Case---Kenexa Online Quiz Reading: HPO, Chapter 4
2/6/2013	Chapter 5	Case---RL Wolfe: Implementing Self-Directed Teams Online Quiz Reading: HPO, Chapter 5
2/13/2013	Chapter 6	Case---Sumeru Software Solutions: Creating a Culture of Serene Dynamism Online Quiz Reading: HPO, Chapter 6
2/20/2013	Chapter 8	Performance Management at Vitality Health Enterprises, Inc. Online Quiz Reading: HPO, Chapter 7
2/27/2013	Chapter 9 & 16	Online Quiz
3/6/2013	**Mid-Term Exam**	
3/20/2013	Chapter 10	Case---Managing Performance at Haier Online Quiz Reading: HPO, Chapter 8
3/27/2013	Chapter 11	Case---Laura Wollen and ARPCO, Inc. Online Quiz Reading: HPO, Chapter 9
4/3/2013	Chapter 12	Case---Roller Coaster Ride: The Resignation of a Star Online Quiz Reading: HPO, Chapter 10
4/10/2013	Chapter 13	Research Article Analysis 1 Online Quiz Reading: HPO, Chapter 11

4/17/2013	Chapter 14	Research Article Analysis 2 Online Quiz Reading: HPO, Chapter 12
4/24/2013		Presentation
5/1/2013		Final Exam