Course Syllabus
T54 PRJM 583-01 Human Performance in the Organization, Spring 2020
Master of Engineering Management
The Henry Edwin Sever Institute | James McKelvey School of Engineering
Washington University in St. Louis

COURSE OVERVIEW
This course is focused on the leadership and management capabilities required to move into positions of greater responsibility, with a focus on technology-based organizations. The content is a mix of relevant theory and practical application with the purpose of understanding human performance at all levels of the organization.

Topics include performance and career management; negotiation and influence; power and politics; mentoring and coaching; high-performance teams; conflict management; talent development and succession planning; and organizational culture.

This is a compressed, hybrid course. There are three face-to-face classes. The remainder of the class is conducted using Canvas, the University’s on-line learning management system (LMS). The online portion of our class is asynchronous – meaning there are NO live lectures or required meetings. Content will be delivered through readings, short lectures, videos, paired- or team-discussions and activities.

LEARNING OBJECTIVES
My goal in this course is to give you the management and interpersonal skills you need to advance in your career. Learning objectives tied to specific topics are identified in each week’s Module Overview and Requirements (see sample later in this syllabus).

At the end of this course you will:
- Understand your management style and how this style may impact communication, delegation, motivation and developing others
- Know the factors that may accelerate or hinder career advancement (influence, negotiation, power, politics, networks, etc.)
- Understand the skills needed to build and lead a high-performing team
- Know your approach to managing conflict and understand how to select the best approach based on the nature of the issue
- Understand the process of succession planning and talent development
- Know how to create behavior-based interview guides and understand how to use them in candidate interviews

COURSE DESIGN AND CLASS MEETINGS
1. On-line learning via Canvas (the on-line portion of the class begins on January 13th)

2. Three (3) Face-to-Face Classes: January 16, February 20, March 19
   6:00 – 9:00 p.m., Urbauer Hall, Room 210
The class is not self-paced because we have specific due dates for all assignments, but you will work on the course at your own convenience within those parameters. Lack of participation in discussions, with your assigned team or not answering email messages sent to you will be considered lack of attendance and will result in a loss of points.

**INSTRUCTOR OVERVIEW**
Sherry Harsch-Porter, Ph.D.
314-963-7878 / sharschp@wustl.edu

**My Background:** I earned a Ph.D. in Social Science, a Master’s Degree in Human Resources Management, and a Bachelor’s Degree in Business Administration. My prior corporate experience includes AT&T and DuPont where I held leadership positions in Finance, Information Technology, Corporate Development, International Marketing, and Human Resources. I founded PorterBay Insight, a leadership development consulting firm, in 2000. More information about my experience and background is available on Canvas.

**My Availability:** Monday through Friday I check emails several times each day and will generally respond the same day. I check emails at least one time over the weekend and will respond within 36 hours. I will respond to Canvas posts within 24-48 hours throughout the week. Meetings (telephone or face-to-face) may be scheduled by mutual agreement.

**CLASS TEXT**

**Required**
1. **Harvard Business School Course Pack** - $93.22
   In lieu of a textbook, I have created a course pack that includes readings, case studies, self-paced tutorials and a simulation. If you do not already have an account set-up with Harvard Business Publishing, you will have to create one. Use this link to purchase the required Course Pack. Or, cut/paste this URL in your browser: https://hbsp.harvard.edu/import/690829

2. **Student Lab Fees** - $70
   Lab fees include two self-assessments, provided at a discounted price:
   - Everything DiSC-Management® - $45 (retail is $107.50)
   - Thomas-Kilmann Conflict Mode Instrument - $25 (retail is $50)
   You will receive additional information and the online links you need to take the assessment via an email from me.

*Harvard Business Publishing (HBP) has very specific and stringent intellectual property requirements for use of its materials. All materials, including Harvard Business Review (HBR) articles that might be available at the university library or through a personal subscription to the magazine, must be included in a Course Pack when used as part of a class. Each student must purchase the Course Pack and these materials may not be shared between students. HBP creates a roster for each Course Pack which shows the purchase status by student name. You will not receive credit for assignments linked to the Course Pack elements if you have not purchased the required Course Pack.*

**The lab fee is nonrefundable after the assessments have been taken and/or after first day of class, whichever comes first.**
### Harvard Business Press Course Pack

**Content Linked to Course Module**

<table>
<thead>
<tr>
<th>Item / Article</th>
<th>Course Module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TUTORIAL</strong> - Case Analysis Coach (Robert D. Austin; Robert L. Kelley)</td>
<td>To improve your case analysis skills. Used in multiple modules.</td>
</tr>
</tbody>
</table>
  - *How Will You Measure Your Life?*  
  - *Managing Oneself*  
  - *Management Time: Who's Got the Monkey?*  
  - *How Resilience Works*  
  - *Manage Your Energy, Not Your Time*  
  - *Overloaded Circuits: Why Smart People Underperform*  
  - *Be a Better Leader, Have a Richer Life*  
  - *Reclaim Your Job*  
  - *Moments of Greatness: Entering the Fundamental State of Leadership*  
  - *What to Ask the Person in the Mirror*  
  - *Primal Leadership: The Hidden Driver of Great Performance* | Modules 1 & 2 |
| **HBR ARTICLE** - How Leaders Create and Use Networks (Herminia Ibarra; Mark Hunter) | Modules 1 & 2 |
| **HBR ARTICLE** Social Intelligence and the Biology of Leadership (Daniel Goleman; Richard Boyatzis) | Module 3 |
| **TUTORIAL** Harvard ManageMentor: Coaching | Module 3 |
| **HBR ARTICLE** High Performing Teams Need Psychological Safety. Here’s How to Create It. (Laura Delizonna). | Module 4 |
| **CASE** CH2M HILL: Reinventing Organizational Careers (Karen Newman) | Modules 5 – 6 - 7 |
| **SIMULATION** Organizational Design Simulation: Evolving Structures (Carlos Martin-Rios, Niclas Erhardt) | Module 6 |
| **TUTORIAL** Harvard ManageMentor: Negotiating | Module 7 |
| **CASE** Too Hot to Handle? How to Manage Relationship Conflict (Amy C. Edmondson; Diana McLain Smith) | Module 8 |
| **CASE** Checkmate: Using political skill to recognize and capitalize on opportunities in the 'game' of organizational life (Charn P. McAllister; B. Parker Ellen III; Pamela L Perrewe; Gerald R. Ferris; Daniel J. Hirsch) | Module 8 |
GRADE COMPOSITION

<table>
<thead>
<tr>
<th>Major Coursework Components</th>
<th>Component Proportion</th>
<th>Coursework Sub-components</th>
<th>Sub-component Proportion</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Module Assignments</td>
<td>47%</td>
<td>Online Discussions</td>
<td></td>
<td>840</td>
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<tr>
<td></td>
<td></td>
<td>Critical Reflections</td>
<td></td>
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<td></td>
<td></td>
<td>Simulation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Online Tutorials</td>
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<td></td>
<td></td>
<td>Case Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Project</td>
<td>33%</td>
<td>Case Development – all members receive same grade</td>
<td>40%</td>
<td>220/600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Analysis &amp; Presentation – all members receive same grade</td>
<td>40%</td>
<td>220/600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer Evaluation *</td>
<td>20%</td>
<td>160/600</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>20%</td>
<td>Reflection Paper</td>
<td>50%</td>
<td>180/360</td>
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<tr>
<td></td>
<td></td>
<td>Professional Development Plan</td>
<td>50%</td>
<td>180/360</td>
</tr>
<tr>
<td>Course Total</td>
<td>100%</td>
<td></td>
<td></td>
<td>1800</td>
</tr>
</tbody>
</table>

*A grading rubric will be provided to the team.

MAJOR COURSEWORK COMPONENT DESCRIPTIONS

Team Project (33% of course grade)
The group project is designed to enhance understanding and experience with the course material. Team assignments and project details will be provided in the first face-to-face class.

This assignment contains two elements:
- **Part One:** Your team will develop a human-dilemma based case study. Your case study may be fictional or it may be based on one or more real-world situations. If real-world, you will add additional fictitious data designed to obscure identities, add complexity and provide sufficient data to allow for meaningful analysis. This assignment is due by the end of Module 3. You will be given time in our first face-to-face class to work on developing your case.

- **Part Two:** Your team will be assigned a case study developed by another team. As a team you will analyze the case and make recommendations. Your analysis and recommendations will be presented during our final face-to-face class.

All members of your team will receive the same points for Part One (220 points possible) and Part Two (220 points possible). In addition, each member of the team will award up to an additional 160 points to each team member, including themselves, based on contribution and conduct. A detailed rubric will be provided and discussed in Face-to-Face Class 1.

Final Portfolio: Reflection Paper and Professional Development Plan (20% of course grade)
Your final portfolio will be comprised of two elements:
- A five-page reflection paper based on the experiences and content of the course and how you can apply these to your career.
- A full-developed Professional Development Plan (template provided).
**Weekly Assignments and Discussion Boards (47% of course grade)**
As is typical in hybrid and on-line courses, much of your learning comes from interacting with content that is provided electronically. The opportunity for participation and assessment does not occur naturally and must be intentionally designed. This design will include on-line discussions, critical reflections, content quizzes, wiki projects and content analysis.

As much as possible, I have created assignments that provide you with the opportunity to apply the theories and concepts you are learning in a practical setting. For some students this will be their place of employment. For others, it may include student organizations, internships, work-study or prior experiences.

**GRADING POLICIES**

1. **Penalty for late work:** You have the option of one (1) late assignment without penalty. To take advantage of this option, you must meet the following requirements:

   - You must tell me, in writing, in advance of the due date
   - You must commit to a specific extended due date
   - It must be an individual assignment. Because they impact other students, team assignments, debates, and discussion board posts are not eligible for extension.
   - It cannot be a bonus assignment.

   For late assignments that do not meet the above criteria or those that go beyond one penalty-free late assignment, **there is a 5% deduction for each day the assignment is late.** Canvas automatically applies this late assignment deduction. I will reverse the penalty for assignments approved as penalty-free.

2. **Assignment Submission:** Your assignments must be uploaded into Canvas. This places your assignment into my grading area AND it serves as a date/time stamp for your submission. This tells you, and me, that your assignment was submitted on time. Canvas will confirm that your assignment has been successfully uploaded. If you do not see this confirmation – it did not upload. DO NOT wait to notify me that there was an error or issue in uploading an assignment. Email me immediately, and if applicable, send me a screen shot of the error message, if you received one. If your email is not date/time stamped before the deadline, your assignment will be counted as late.

3. **Regrading Policy:** Not applicable for this course.

4. **Extra Credit Opportunity:** There are five optional assignments which provide the opportunity for 60 bonus points. These bonus assignments must be submitted by the assigned due date – no late or discounted credit will be applied.

5. **Attendance:** Research shows that your learning success is directly related to your class attendance and participation. You are **expected to attend all face-to-face classes** and to notify me in advance if you cannot attend. Points are given for attendance and class participation.

   You are also expected to have an active presence within Canvas (our online classroom) and that is one of the ways in which I will monitor your participation in the course. I am able see when you log into Canvas and how much time you’ve spent in various areas of the classroom.

6. **Technology in the Classroom:** As a graduate-level course, much of our learning will come through small and large group discussion. In general, our classroom should be considered a technology-free
zone. The only exceptions to this are note-taking; document review as part of a class discussion; technology applications that I direct you to use as part of our learning.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentile</th>
<th>Points per Unit</th>
<th>Letter Grade</th>
<th>Percentile</th>
<th>Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>*</td>
<td>4.0</td>
<td>C+</td>
<td>77% - 79%</td>
<td>2.3</td>
</tr>
<tr>
<td>A</td>
<td>≥ 93%</td>
<td>4.0</td>
<td>C</td>
<td>73% - 76%</td>
<td>2.0</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
<td>3.7</td>
<td>C-</td>
<td>70% - 72%</td>
<td>1.7</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
<td>3.3</td>
<td>D+</td>
<td>67% - 69%</td>
<td>1.3</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
<td>3.0</td>
<td>D</td>
<td>65% - 66%</td>
<td>1.0</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
<td>2.7</td>
<td>F</td>
<td>&lt; 65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*Due to the nature of the assignments in this class and the availability of extra credit work, A+ is reserved for truly outstanding work in the professional portfolio and other assignments.

**COURSE SCHEDULE BY TOPIC**

<table>
<thead>
<tr>
<th>Module</th>
<th>Theme</th>
<th>Open / Close</th>
</tr>
</thead>
</table>
| 1      | Online Class begins 1/13  
Introductions | January 13 – 20 |
|        | Face-to-Face Class – January 16  
Managing Self and Career I | |
| 2      | Managing Self and Career II | January 16 - 27 |
| 3      | Managing and Leading Others  
Case Study due February 3 | January 23 – February 3 |
| 4      | Building a High-Performance Team | January 30 – February 10 |
| 5      | Organization Behavior I  
Succession Planning  
Talent Acquisition & Development | February 6 - 17 |
| 6      | Organization Behavior II  
Organizational Design  
Face-to-Face Class – February 20 | February 13 - 24 |
| 7      | Influence & Negotiation | February 20 – March 2 |
| 8      | Power and Politics  
Conflict | February 27 – March 9 |
| 9      | Project Presentations / Wrap-up  
Spring Break – March 7 – 15  
Face to Face Class: March 19  
Case Analysis - Final Presentations | March 5 - 23 |

Class meets face-to-face
IMPORTANT NOTE: This syllabus includes an overview of the learning objectives, course materials and assignments for this course. A weekly Module Overview and Requirements document will be posted to Canvas. This document will provide you with detailed information on content, assignments and due dates. It is your responsibility to read this information in addition to the course syllabus. I suggest you print this document and use it as your map to content material, assignments and due dates.

Please review the Syllabus Addendum, a separate document, for university policies pertaining to academic integrity as well as supplemental resources that may be of interest to you.