



**HARVARD KENNEDY SCHOOL**  
**MAXIMIZING HUMAN CAPITAL AND ORGANIZATIONAL PERFORMANCE**  
**Syllabus, SPRING 2016, MLD- 500, T/TR 10:15 – 11:30 AM, L332**

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**Course Assistant:** TBD  
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## **COURSE OVERVIEW**

This course provides an overview of scientific theory and empirically-validated strategies for effectively managing individuals, teams, and organizations, resulting in enhanced performance and output. By the end of the course, students will possess a well-stocked toolkit that will enable them to be more confident, competent, and comfortable in positions of management and authority.

The overarching learning goals are to: (1) gain a better understanding of relevant theories from social psychology, organizational behavior, and behavioral economics, as they relate to organizational performance and human resource management, (2) learn concrete strategies for dealing with managerial challenges in organizations. For example, how can managers increase the likelihood that employees will accept and support their vision and mission?, What are best practices for inspiring employees to realize their full talent and potential?, (3) apply course concepts and strategies to real-world managerial and social problems. We will apply these strategies to resolving problems in both academic cases and students' past/present/future workplace scenarios, and (4) help students to gain a better sense of their own aspirations, limitations, and strengths as managers. Readings, assignments, and exams will center around these four learning goals.

## **INTENDED STUDENTS**

Enrollment is open to any Harvard University student with graduate student standing (master's or doctoral degree). No prerequisites are required. Auditors are not permitted.

## GRADE ALLOCATION

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|---------------------------------------|-----|
| 1) Mission and Challenge Statement    | 15% |
| 2) Mission and Challenge Analysis     | 25% |
| 3) Discussion Questions and Quizzes   | 15% |
| 4) Take-Home Final Exam               | 30% |
| 5) Class Attendance and Participation | 15% |
| TOTAL: 100%                           |     |

### 1) Mission and Challenge Statement (15%) and 2) Mission and Challenge Analysis (25%)

One assumption is that students will take the class because they expect to work in a leadership or management position within an organization, or hope to build their own organization. Therefore, the first step in the class will be for students to explore their “mission”. What is it that you aspire to do, and to help your organization to accomplish? Why? The organization can be one that already exists or one that you hope to create. Secondly, you will outline the “challenges” of your mission. What are the difficulties, hurdles, or challenges that you expect to encounter while pursuing your mission?

This mission and challenge statement should be 2-3 pages in length. Students will work in small groups on the second day of class to draft and discuss these mission and challenge statements. They will be due on the third day of class (i.e., February 2).

The Mission and Challenge Analysis consists of an in-depth examination of the steps that will be taken to advance the mission, and to overcome the challenges. Much of the analysis will build on concepts and strategies learned in class. This document should be 8-12 pages and will be due on the last day of class (i.e., April 28<sup>th</sup>).

### 3) Quizzes (15%)

In weeks in which there are readings, students should submit two short discussion questions. These can take the form of a question or a statement. They will be graded on the quality of their substance and relevance. These questions for each week’s readings should be uploaded to Canvas by Monday at 5 pm.

Whether or not you have a quiz will be determined by a random number generator. These quizzes are designed to ensure that you have read and understood what you have been assigned to read. As long as you do the readings, and retain the most *important* information in them, you should do well on the quizzes. There will be roughly 2 to 8 quizzes given this semester. Most of the quiz formats will be multiple choice or short answer. On any day that a quiz occurs, it will take place at the start of class. You will receive a score of zero if you are absent or late for a quiz. Your lowest quiz score will be dropped.

### 4) Take-Home Exam (30%)

The take-home exam will consist of an in-depth analysis of an organizational challenge facing a real-world public organization. You will approach the exam as the top leader in the organization who, hypothetically, has absolute power to make any realistic changes to organizational staff, structure, or policy. This exam must be submitted by **5pm EST** on **Friday, May 6th** with your name. More information on the final exam will be given in Week 5.

Out of fairness to your fellow classmates, any late exams will have points deducted. Please plan accordingly. Any papers from 1 minute to 1 hour late will receive the point equivalent of a 1/3 grade deduction (for example from an A to an A-). Additional deductions for each hour thereafter will be at Prof. Livingston's discretion.

#### **4) Class Participation (15%)**

Attendance and class participation will count for 15% of your final grade. Please bear in mind that quality will be weighed more heavily than quantity. For example, a student who constantly dominates class discussion could actually receive a lower participation grade than someone who is more reticent, especially if their comments are disruptive, unsubstantive, or unproductive. At the same time, students should remember to respect others in the class who may express views that are at odds with their own. A climate of bullying, denigration, or disrespect among students will not be tolerated. However, a climate of open expression, even of controversial viewpoints, will be both respected and celebrated, as long as such comments are made in the service of intellectual exchange rather than as gratuitous disruptions or insults.

#### **EXTRA MEETINGS**

I encourage you to come to office hours with me in order to further converse about course topics. I will also host a series of free lunch sessions at local restaurants. If you wish to be considered for a lunch session, please Email your name to my assistant by Friday, February 12th. She will randomly select 3-5 names per lunch and the details will be announced at least one week in advance.

#### **ACADEMIC INTEGRITY & ATTENDANCE POLICY**

Almost every year, HKS expels students for cheating. You must observe HKS and Harvard University rules on honesty and ethics, which you can find at the following website: <http://www.hks.harvard.edu/degrees/registrar/procedures/integrity>. Please also encourage your classmates to uphold the highest standards. Let us build a community that values correct attribution of others' ideas.

*Remember that any sentences or paragraphs taken verbatim from the writing of (or interviews with) any other person or persons, or from your own writing that has been published elsewhere or stated in an address, must be placed in quotation marks and their source must be clearly identified. Changing the wording of a sentence or passage slightly does **not** evade the requirement for citation. Indeed, whenever you draw an important argument or insight from someone else, even if you reword it into your own words, a reference to the source is required. Including material from others in the assignments without appropriate quotation marks and citations is regarded as a serious violation.*

You can make sure that you do not inadvertently plagiarize if you follow good note-taking "hygiene." Harvard has prepared a website on how to keep track of your sources: <http://sites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342057>. Remember, turning an assignment in late carries a far less severe penalty than turning in an assignment that contains plagiarism.

#### **To summarize, this class follows the Harvard Kennedy School Academic Code**

All students commit to:

- 1) Doing their own work.

- 2) Citing ideas and words that are not their own in all assignments, e.g., any fact, phrase, or sentence from the Internet. Failure to do so may result in any of the full range of disciplinary actions (see page 24 of HKS Student Handbook).
- 3) Strictly following collaboration guidelines as set forth by instructors for each assignment.
- 4) Not doing another student's work or providing answers to another student.

### **Attendance Policy**

The classroom experience plays an integral part of this course. Key concepts are elicited through discussion and may not appear in the skeleton outline provided in class slides. Moreover, learning how to discuss and evaluate scientific evidence and to interact with peers in a scholarly manner both represent skills gained through class discussion.

- 1) Students who -- *due to illness or unexpected family emergency* -- miss a quiz, an exam, or a paper deadline should inform their Program Director as well as me as soon as possible and provide documentation (e.g., a medical note, if ill) within a week. I will then help you make arrangements to make up the work.
- 2) Students who -- *due to religious observance* -- expect to miss a quiz, an exam, or a paper deadline should inform me directly in advance. I will help you make arrangements to make up the work. By Massachusetts law, any student "who is unable *because of his/ her religious beliefs*, to attend classes or to participate in any examination, study or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he/she may have missed because of such absence on any particular day"

### **CLASS SCHEDULE**

| <b>WEEK</b> | <b>TOPICS</b>  | <b>CLASS DATES AND ASSIGNMENTS<br/>(subject to change; check draft date)</b>   |
|-------------|--|--|
| 1           | <b>Introduction,</b><br>overview of course                                 | <b>January 26: Lecture</b><br><br><b>January 28: No Class</b>  |
| 2           | <b>Developing a Mission:</b><br>Understanding Values, Vision, and Strategy | <b>February 2: Lecture (Mission Statements due)</b><br><br><b>February 4: Discussion</b><br><br><u>Readings:</u><br>Schwartz, S. (2012). An Overview of the Schwartz Theory of Basic Values. Online readings in Psychology and Culture, 2 (1), 1-20.<br><br>Collins, J. C. & Porras, J. I. (1996). Building Your Company's Vision. Harvard Business Review.<br><br><u>Cases:</u><br>Michelle Rhee and the Washington DC Public Schools |

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|   |   | The Turnaround Artist: Craig Coy Tackles Political Influence at Massport.  |
| 3 | <b>Identifying Talent:</b><br>Optimizing Recruitment and Selection Strategies | <p><b>February 9: Lecture</b></p> <p><b>February 11: Discussion</b></p> <p><u>Readings:</u><br/>Bateson, J., Wirtz, J., Burke, E., &amp; Vaughan, C. (2013). When hiring, first test, and then interview. <i>Harvard Business Review</i>.</p> <p>Groysberg, B., Nohria, N., Fernandez-Araoz, C. (2009). The definitive guide to recruiting in good times and bad. <i>Harvard Business Review</i>.</p> <p>Fernandez-Araoz, C. (2014). 21st-Century Talent Spotting. (2014). <i>Harvard Business Review</i>.</p>   |
| 4 | <b>Managing the Workforce:</b><br>Engagement and Motivation                   | <p><b>February 16: Lecture</b></p> <p><b>February 18: Discussion</b></p> <p><u>Readings:</u><br/>Grant, A. M. &amp; Shin, J. (2012). Work Motivation: Directing, Energizing, and Maintaining Effort (and Research). Chapter 28, pp. 505-519. In R. M. Ryan (Ed.). <i>The Oxford Handbook of Human Motivation</i>. Oxford University Press.</p> <p>Herzberg, F. (2003). One More Time: How Do You Motivate Employees? <i>Harvard Business Review</i>.</p> <p><u>Case:</u><br/>Compensation reform at Denver Public Schools. Harvard Business School Publishing Teaching Note, 2004.</p>   |
| 5 | <b>Managing the Workforce:</b> Fit, Identity, and Culture                     | <p><b>February 23: Lecture</b></p> <p><b>February 25: Discussion</b></p> <p><u>Readings:</u><br/>O'Reilly. (1996). Corporations, Culture, and Commitment: Motivations and Social Control in Organizations. <i>California Management Review</i>, 31, 19-25.</p> <p>Bouton, K. (2015). Recruiting for Culture Fit. <i>Harvard Business Review</i>.</p> <p><u>Cases:</u><br/>Walter Reed National Military Medical Center: Integrating Army and Navy Cultures at the New Walter Reed</p> <p>Southwest Airlines: A Case Study linking Employee Needs Satisfaction and Organizational Capabilities to Competitive Advantage. <i>Human Resource Management</i>, 35, 513-534.</p> |
| 6 | <b>Managing the Workforce:</b> Equity, Fairness, and                          | <p><b>March 1: Lecture</b></p> <p><b>March 3: Discussion</b></p>   |

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|    | Conflict Resolution  | <p><u>Readings:</u><br/>Tyler, T. R., Boeckmann, R. J., Smith, H., &amp; Huo, Y. (1997). Distributive Justice. In <i>Social Justice in a Diverse Society</i>. Chapter 3. pp. 45-74. Westview Press.</p> <p>Tyler, T. R., Boeckmann, R. J., Smith, H., &amp; Huo, Y. (1997). Procedural Justice. In <i>Social Justice in a Diverse Society</i>. Chapter 4. pp. 75-102. Westview Press.</p> <p><u>Case:</u><br/>Negotiating from the Margins: The Santa Clara Pueblo seeks Key Ancestral Lands.</p>  |
| 7  | <p><b>Managing the Workforce:</b><br/>Leveraging Diversity in Teams</p>                        | <p><b>March 8: Lecture</b></p> <p><b>March 10: Discussion</b></p> <p><u>Readings:</u></p> <p>Davidson, M. (2011). The End of Diversity as We Know It and The Beginning of Leveraging Diversity. pp. 17-12. Berrett-Koehler Publishers.</p> <p>Johansson, F. (2006). The Intersection: Your Best Chance to Innovate. pp. 11-44. In <i>The Medici Effect: What Elephants and Epidemics Can Teach Us about Innovation</i>. Harvard Business School Press.</p> <p>Edmondson, A. (2010). Teaming Across Boundaries. Chapter 6. pp. 185-218. In <i>Teaming: How Organizations Learn, Innovated, and Compete in the Knowledge Economy</i>. Jossey-Bass.</p> |
| 8  | <b>Spring Break</b>  | Enjoy your Vacation!   |
| 9  | <p><b>Steering the Organization:</b><br/>Understanding Power, Status, and Social Influence</p> | <p><b>March 22: Lecture</b></p> <p><b>March 24: Discussion</b></p> <p><u>Readings:</u><br/>Pfeffer, J. (1992). Sources of Power. pp. 69-110. In <i>Managing with Power</i>. Harvard Business Review Press.</p> <p>Cialdini, R. (2001). Harnessing the Science of Persuasion. <i>Harvard Business Review</i>.</p> <p>Sidanius, J. &amp; Pratto, F. Social Dominance Theory. pp. 31-57. In <i>Social Dominance</i>. Cambridge University Press.</p> <p><u>Case:</u><br/>Fighting Bonded Labor in Rural India: Village Activist Gyarsi Bai Tackles an Entrenched System of Coercion</p>   |
| 10 | <p><b>Steering the Organization:</b><br/>Reducing Corruption and Misconduct</p>                | <p><b>March 29: Lecture</b></p> <p><b>March 31: Discussion</b></p> <p><u>Readings:</u></p>   |

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|    |   | <p>Vandivier (1972). Why should my conscience bother me? pp. 3-31.</p> <p>Gino, F. (2016). If you're loyal to a group, does is compromise your ethics? <i>Harvard Business Review</i>.</p> <p>Pfeffer, J. (2015). Should Leaders Tell the Truth, and Do They? Chapter 4. pp. 105-132. In <i>Leadership BS</i>. Harper Collins.</p> <p><u>Case:</u><br/>Loyalty First</p>   |
| 11 | <p><b>Steering the Organization:</b><br/>Leading Organizational Change</p>    | <p><b>April 5: Lecture.</b></p> <p><b>April 7: Discussion</b></p> <p><u>Readings:</u><br/>Kotter, J. (2012). Successful Change and the Force that Drives It. Chapter 2. pp. 19-34. In <i>Leading Change</i>. Harvard Business Review Press.</p> <p>Gladwell, M. (2000). <i>The Tipping Point</i>. pp. 15-29.</p> <p><u>Case:</u><br/>Budget Woes and Worse Ahead: Pine Street Inn, Boston's Iconic Homeless Shelter, Re-Thinks its Strategy</p>  |
| 12 | <p><b>Promoting Self and Organization:</b><br/>Leveraging Social Networks</p> | <p><b>April 12: Lecture</b></p> <p><b>April 14: Discussion</b></p> <p><u>Readings:</u><br/>Baker, W. (2000). What is Social Capital, and Why Should You Care About it? Chapter 1, pp. 1-26. In <i>Acheiving Success through Social Capital: Tapping the Hidden Resources in Your Personal and Business Networks</i>. John Wiley and Sons.</p> <p>Cross, R. &amp; Prusak, L. (2002). The People who Make Organizations Go—or Stop. <i>Harvard Business Review</i>.</p> <p>Johansson, F. (2006). Break Out of Your Network. pp. 143-159. In <i>The Medici Effect: What Elephants and Epidemics Can Teach Us about Innovation</i>. Harvard Business School Press.</p> |
| 13 | <p><b>Promoting Self and Organization:</b><br/>Growing Brand and Presence</p> | <p><b>April 19: Lecture</b></p> <p><b>April 21: Discussion</b></p> <p><u>Readings:</u><br/>Heath, C. &amp; Heath, D. (2007). What Sticks? Chapter 1. pp. 3-24. In <i>Made to Stick: Why Some Ideas Survive and Others Die</i>. Random House.</p> <p>Barwise, P. &amp; Meehan, S. (2010). The One Thing You Must Get Right When Building a Brand. <i>Harvard Business Review</i>.</p>   |
| 14 | <b>Restoring Self and</b>   | <b>April 26: Lecture: Resilience and Success</b>   |

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|---------------------------------|--|--|
|                                 | <p><b>Organization:</b><br/>Overcoming<br/>Challenges and<br/>Setbacks</p> | <p><b>April 28: Discussion (Mission Analysis Due)</b></p> <p><u>Readings:</u><br/>Johansson, F. (2006). Execute Past Your Failures. pp. 119-141. In <i>The Medici Effect: What Elephants and Epidemics Can Teach Us about Innovation</i>. Harvard Business School Press.</p> <p>Pfeffer, J. (2015). Fixing Leadership Failures: You Can Handle the Truth. Chapter 8. pp. 193-220. In <i>Leadership BS</i>. Harper Collins.</p> |
| <p>Read-<br/>ing<br/>Period</p> |  | <p><b>Final Exam Due by 5:00pm on Friday, May 6th.</b></p>   |