Class meets: Saturday 9/10; 9/17; 9/24; 10/1; 10/8; 10/15

Instructor: Richard Klimoski

Contact: rklimosk@gmu.edu

Office Hours By arrangement

Blackboard www.mymason.gmu.edu

COURSE PURPOSE

The purpose of this course is to give you a deeper understanding of the demands of effectively managing people with the goal of promoting a high performing work organization

CASES

Case materials are available on our course web site

Articles

Article assigned are available on our course web site
YOU CAN ALSO DOWNLOAD MANY OF THE ARTICLES DIRECTLY FROM THE LIBRARIES’ ELECTRONIC JOURNAL COLLECTION

OTHER COURSE MATERIALS

MOST COURSE MATERIALS WILL BE MADE AVAILABLE ON OUR COURSE WEB SITE

CLASS FORMAT

The course will be built around individual and student team work. The course itself will be interactive and will incorporate exercises, faculty and student-led discussions involving the readings and case material.

COURSE APPROACH

We urge you to approach this course as an exploration with several questions in mind:

1. What are the most likely challenges that you (will) face when managing the cyber workforce?
2. What conditions can you create in order to generate workforce engagement, motivation, performance and results?
3. How can you produce alignment and effective coordinated action among my peers?
4. What are some operational systems that would facilitate my success in managing people?
5. What people skills do you need to work on to be effective in managing others?

These are our suggestions, but please consider your own questions and areas of exploration.

COURSE LEARNING OBJECTIVES

At the most general level, as a result of participating in this course you will be able to perform more effectively as a manager

More specifically, when it comes to successfully managing others:

1. you will become more knowledgeable regarding the challenges to be addressed
2. You will be more informed as to the personal, interpersonal and cultural challenges underlying these challenges
3. You will be more familiar with the kinds of tools, solutions or systems that have been found to be helpful in meeting these challenges
4. You will be more aware of the skills needed to effectively implement these tools or routines

**COURSE DELIVERABLES AND EVALUATION**

There are several evaluated deliverables in this course.

**DELIVERABLE: CYBER WORKFORCE MANAGEMENT CHALLENGE (INDIVIDUAL WORK PRODUCT: 5%).**

You will be asked to describe an incident that you have observed which represents an example of a failure to meet cyber workforce management challenge. This might have occurred to you, a peer or to your own manager. This example should reflect a non-trivial case where one had to think clearly and quickly in order to direct, correct, motivate, or sanction worker behavior but failed to do so effectively. A summary of this example will be turned in and become the basis for an in-class exercise. This report need not be longer than one page in length.

**DELIVERABLE: CASE ANALYSES (TEAM WORK PRODUCT: 2@10 % EACH)**

Each team will be asked to prepare and present 2 case reports. All members are expected to contribute to an analysis which provides answers to case questions posed. Reports will be due prior to the session that the case will be discussed. This analysis need not be more than 4 pages in length.

**Deliverable: Performance Expectations. (Individual work product: 10%)**

Each student will report on the nature of performance expectations that are held out for them in their current job (if they are currently employed) or for someone who occupies a role that they might want to occupy in a company they know well. These expectations are usually to be found in the dimensions or factors covered by the company’s annual performance review process. But these accountabilities may also be reflected in such things as informal expectations of your manager or of senior management. These dimensions or factors should be clearly defined and organized relative to the categories of “person” factors (e.g. personal qualities or traits), “process factors” (behaviors) or “outcomes” (production). This report need not be more than 2 pages in length.
DELIVERABLE: MANAGING PERFORMANCE- MODIFYING TASK PROPERTIES (INDIVIDUAL WORK PRODUCT: 10%)

Each student will analyze the work obligations of someone that they supervise or otherwise have the opportunity to observe on a regular basis. The goal is to imagine ways to make this work more motivating by using the ideas derived from theory of task-based motivation. In doing so, any recommendations must not only have the potential to increase intrinsic motivation but must also be feasible. This analysis and the resulting report need not be more than 3 pages in length.

DELIVERABLE: INSIDER THREAT-COMPANY AUDIT. (INDIVIDUAL WORK PRODUCT- 10%)

Each student will be asked to examine how well prepared your employer (or a suitable alternative company) is when it comes to dealing with its potential vulnerability to insider threats to information security. Use a framework for this assessment that appears to have support by cyber security professionals or one that has been adopted by your industry sector. The report of your investigation could highlight the strengths of current policies and practices. But you must document any weaknesses uncovered when it comes to such policies and practices. Assertions regarding both strengths and weaknesses must be supported by benchmarking against professional recommendations. This report need not be longer than 12 pages, including references.

DELIVERABLE: INSIDER THREAT-RESULTS OF TEAM DECISION (TEAM WORK PRODUCT- 10%).

Each team will identify a company on which to focus. With the results of the individual audits conducted by team members in hand, your team will discuss the pros and cons of each case relative to becoming the focus of the next phase of the Insider Threat assignment. The results of this discussion will be a decision to choose one of these cases where you would systematically explore possible changes in company policies or practices that might mitigate those potential insider threats that have been uncovered. A rationale for this choice must also be offered.

This report need not be more than 2 pages in length.

DELIVERABLE: INSIDER THREAT-FINAL REPORT (TEAM WORK PRODUCT: 25%)
EACH TEAM IS TO PREPARE A REPORT REGARDING A SET OF RECOMMENDATIONS RELATIVE TO HOW THE FOCAL COMPANY MIGHT GO ABOUT REDUCING THE POTENTIAL INSIDER THREATS THAT HAVE BEEN UNCOVERED BY THE AUDIT. WHAT YOU PROVIDE SHOULD BE BASED ON CAREFUL ANALYSIS AND BE DESIGNED TO ADDRESS KEY WEAKNESSES IN POLICY OR PRACTICES. BUT IT ALSO SHOULD REFLECT SYSTEMS THINKING.

SPECIFICALLY, FOR EACH RECOMMENDATION FULL CONSIDERATION SHOULD NOT ONLY BE GIVEN TO THE NATURE OF THE POTENTIAL CHANGES TO BE IMPLEMENTED BUT ALSO TO THOSE DECISIONS THAT MUST BE MADE TO ENABLE THESE CHANGES. SYSTEMS THINKING WOULD ALSO BE REFLECTED IN ATTENTION PAID TO THE KINDS OF PEOPLE IN THE COMPANY OR AGENCY (TITLE AND ROLE) TO BE HELD RESPONSIBLE FOR IMPLEMENTING THESE DECISIONS. WHERE THERE HAS TO BE FUNDAMENTAL CHANGES TO COMPANY CULTURE FOR THREAT MITIGATION TO ACTUALLY BE POSSIBLE, WHAT THESE ARE AND HOW THEY SHOULD BE MANAGED SHOULD BE OUTLINED IN SOME DETAIL. BE SURE TO USE ONE OF THE FRAMEWORKS OFFERED ON HOW TO MANAGE CHANGE IN ORDER TO PROVIDE A STRUCTURE OF THE REPORT.

THIS REPORT NEED NOT BE ANY LONGER THAN 15 PAGES.

**Deliverable: Presentation Briefing Slides (Team Work Product: 5%)**

Each team will prepare set of (5-8) slides and, based on these, present a briefing of their findings relative to the key points made in their final report.

**Participation (Individual Work: 5%)**

Each student is expected to actively participate. Some of this will take place in class. Some will be during exercises. Some will be reflected in team work and in efforts to complete team assignments.

**Grading Standards:**

The case write ups and other deliverables are usually due at the **beginning** of class on the due dates specified. Most deliverables will be submitted to our course web site. But we request that you also bring hard copies to class as well.

Grades will depend on the total points you earn on the assignments described above; no extra credit will be available. The percentage cutoffs are shown below.

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<tr>
<th>Grade</th>
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<tr>
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**Honor Code**

The honor code applies to all work required for this class. You are free to confer with other people when working on your projects, but the final decisions about your projects and the writing should be your own for individual projects, and yours or your group members for group projects. More information about the GMU honor code is given on the GMU web site at various locations, including: [http://www.gmu.edu/depts/unilife/honorcode.html](http://www.gmu.edu/depts/unilife/honorcode.html) and [http://www.gmu.edu/catalog/apolicies/#TOC_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12)

**Other**

**Blackboard Site:** This will be a primary way to work with us in order to coordinate such things as class assignments, grades and communications.

**E-mail:** We will occasionally send electronic messages to the entire class. We will use your GMU email address as represented in the Blackboard system. Thus, please be sure you check your GMU email account or have it forwarded to whatever e-mail account you normally use. You are fully responsible for taking the steps listed above, for checking your e-mail regularly, and for any information communicated to the class via e-mail. You should always feel free to communicate with us via e-mail.

**Disability:** Students with disabilities who require special accommodation should contact the Student Disability Resource Center (http://www.gmu.edu/student/drc/ or 703-993-2474) and should inform us of their needs so we can take them into consideration. Please take care of this during the first two weeks of the semester.

**Religion:** Students who will miss class for religious reasons should inform us of their anticipated absences during the first two weeks of the semester.

**Inclement weather:** Follow the university position for weather-related cancellation. 703-993-1000 or check www.gmu.edu.

**Late arrivals, Cell phones & beepers:** Please be respectful to others and be on time to class. Also, cell phone and beepers are distracting. Please turn off all audible signals before class.
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<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Case and Deliverables</th>
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<tbody>
<tr>
<td><strong>Session 1:</strong></td>
<td>Session 1: September 10</td>
<td>Cyber Management Challenge Example Due</td>
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<tr>
<td></td>
<td>Course Introduction</td>
<td>“Insider Threat” assignment discussed</td>
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<td>Understanding human Behavior in the workplace</td>
<td>McNeil Case due</td>
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<td>In class case discussion: When Salaries are not secret</td>
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<td><strong>Session 2:</strong></td>
<td>September 17</td>
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<td>Motivating (the right) behavior</td>
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<td><strong>Session 3:</strong></td>
<td>September 24</td>
<td>Insider Threat Audit -individual assignment due</td>
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<td>Culture and employee engagement</td>
<td>Hausser case due</td>
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<td>In class case discussion: CoolBurst</td>
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<td><strong>Session 4:</strong></td>
<td>October 1</td>
<td>Team decision due</td>
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<td>Power and influence</td>
<td>Modifying task properties assignment due</td>
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<td>In class case discussion: Jim Davis</td>
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<td><strong>Session 5:</strong></td>
<td>October 8</td>
<td>Performance Expectations audit due</td>
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<td>Managing Work</td>
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<td><strong>Session 6:</strong></td>
<td>October 15</td>
<td>Insider Threat proposed recommendations- Team Presentations</td>
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<td>Addressing insider threats</td>
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Readings

Session 1, September 10: Introduction - Understanding behavior in work organizations

Required


Optional

Building a winning workforce (2015) IBM


Fox, A. (2014). The return of retention. HR Magazine, April


Your best workers may not be your employees (IBM white paper on independent workers)

Session 2, September 17: Motivating the right behavior

Required


*Optional*


**Session 3, September 24: Culture and employee engagement**

*Required*


*Optional*

The Chemistry of employee engagement (Glint white paper)

Employee engagement: Amplifying employee voice (IBM white paper)

What engages employees most (Ivey Business Journal)

Four building blocks of change (McKinsey & Company)

Tips for successfully implementing new tech initiatives (Government Executive.com)

Consider stress before changing everything (Government Executive)

**Session 4, October 1: Power and influence**

*Required*


Optional


Session 5, October 8: Managing the work

Required


Optional

Ahead of the curve: the future of performance management (McKinsey& Company)


The measure of man (Economist)

Tugend It’s only a performance review (NY Times)


Session 6, October 15: Addressing Insider Threats

See Insider Threat assignment folder for readings

8/21/16