COURSE: BADM/FA 334

COURSE TITLE: HUMAN RESOURCE AND TALENT DEVELOPMENT FOR MANAGERS

WINTER, 2021

INSTRUCTOR INFORMATION

Jan Magree, M.Ed.
jmagree@depaup.edu

Office hours for this online course are by appointment at a mutually convenient date and time. Please email me to make an appointment or ask any questions you may have. I check my email frequently and will respond to any questions or issues within the same day.

COURSE INFORMATION

Course Begins: January 4, 2021
Course Ends: March 21, 2021

The course is taught in a hybrid mode. There will be five (5) times throughout the course (Weeks 1, 3, 5, 7 and 9) you will have to sign in online to join our class discussion. In addition, there will be weekly deadlines and assignments to complete. Your participation in this online course will equal, or exceed, that of a typical face-to-face class. You must make sure that you have the necessary technical resources needed to access the course content and complete class activities. You will need:

– Frequent and continued access to a computer that connects to the Internet.
– A working e-mail account that you check regularly (and that is updated in Campus Connection).
– Access to a software suite such as Microsoft Office (Word, Excel, Power Point).
– The ability to view video files, either in a streaming (Flash) or downloadable (QuickTime, iTunes, 3GP) format.

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This online course will be taught on Desire2Learn (D2L), DePaul’s Learning Management System (LMS). You can access the course at: http://d2l.depaul.edu. You use your DePaul Campus Connect username and password to log into D2L.

**COURSE DESCRIPTION**

This course is designed as an introduction to the practices of human resources (HR) in a corporate environment. It will target the practices that managers need to know such as recruiting, training, hiring, and terminating employees as well as the basics of HR law. Additional content that will be addressed includes headcount management, performance appraisals, learning & development, compensation basics, and grievance processes. This course will equip managers with the information they need to know without making them Human Resource experts but rather how to work effectively with their HR counterparts. (4 credit hours)

**COURSE PREREQUISITE**

There are no specific prerequisites for this course, however, students will need to have some experience in the business world, as well as critical thinking skills in order to analyze and apply information to real-world topics. In addition, college level writing and communication skills will aid in the success of the student.

**LEARNING OUTCOMES:**

After completing this course, you will be able to:

- Describe the hiring process for employees in a company from a management perspective;
- Create a compensation package and training program for new employees;
- Identify several risk management issues effecting businesses today;
- Demonstrate the use of SBI model when providing feedback to an employee

**Learning Strategies & Resources**


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All other course material including additional reading and assignments will be available on D2L. Additionally, there will be various videos assigned for viewing.

**LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)**

Assignments are due at the end of the academic week and are graded based on the points value assigned to each assignment. No work more than 48 hours late will be accepted unless prior approval has been obtained from the instructor due to extenuating circumstances. All work submitted late is subject to a reduction in points.

**ASSESSMENT OF STUDENT LEARNING**

Written assignments will be assessed for:

- your thinking and critical skills,
- how well you have followed the assignment guidelines,
- as well as your grammar, syntax, thoroughness and clarity.

Ample time is being given to complete all assignments. If an assignment is late by 24 hours or more - 1 point will be deducted; 48 hours after the due date - 2 points will be deducted. No assignments will be accepted later than 48 hours unless due to extenuating circumstances and with prior arrangements being made with the instructor.

Your participation in the discussions is an integral part of class participation and will be based also on the frequency and thoughtfulness of your online postings as well as your interactivity with the postings of others.

Your written work will be evaluated as follows:

A grade of A designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument (in written work) that demonstrates cogent and creative development and support of an idea.
A grade of B designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas in written work.

A grade of C indicates work which minimally meets requirements set forward in the assignments; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise slightly incomplete.

A grade of D designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Assessment Criteria for Online Discussion Participation

Participation in the online discussions: your responses will be assessed on whether one or more of the following are present:

1. Offering ideas or resources and inviting a critique of them
2. Asking challenging questions
3. Articulating, explaining and supporting positions on ideas
4. Exploring and supporting issues by adding explanations and examples
5. Reflecting on and re-evaluating personal opinions
6. Offering a critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions and meanings
8. Summarizing previous contributions and asking the next question
9. Proposing actions based on ideas that have been developed

The above list was adapted from Gilly Salmon’s book E-Moderating: The key to teaching and learning online. London: Kogan Page: p.143 (2000).

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When you respond to a classmate's post, refrain from simple phrases like, "Great ideas!" or "I like that." Refer to the 9 points above and use words like, "But," "Additionally," "I agree and," "However," "What about," etc.

Feedback for assignments will be provided within a week of the due date of the assignment(s).

There are point values for participating in the discussion questions, however voice thread participation is encouraged but not required.

<table>
<thead>
<tr>
<th>“Points”/Quality</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Comment is accurate, original, relevant, related to experience, teaches us something new and is well written. “Four point” comments add substantial teaching presence to the course and stimulate additional thought about the issue under discussion</td>
</tr>
<tr>
<td>Above Average</td>
<td>The comment lacks at least one of the above qualities, but is above average in quality. A ‘three point’ comment makes a significant contribution to the understanding of the issue being discussed</td>
</tr>
<tr>
<td>Average</td>
<td>The comment lacks two or three of the required qualities. Comments that are based upon personal opinion or personal experience ONLY often fall within this category</td>
</tr>
<tr>
<td>Minimal</td>
<td>The comment presents little or no new information; however, ‘one point’ comments may provide important social presence and contribute to a collegial atmosphere</td>
</tr>
</tbody>
</table>
**Grading Criteria & Scale**

Each assignment has a unique point value, and each week there will be assignments totaling 20 points, for a total of 200 points available in this course. A breakdown of the point value for each assignment can be found in the Grades Tool.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 94</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90</td>
</tr>
<tr>
<td>B</td>
<td>85 to 87</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 84</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 80</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76</td>
</tr>
<tr>
<td>C-</td>
<td>69 to 72</td>
</tr>
<tr>
<td>D+</td>
<td>65 to 68</td>
</tr>
<tr>
<td>D</td>
<td>61 to 64</td>
</tr>
<tr>
<td>F</td>
<td>60 or below</td>
</tr>
</tbody>
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**Pass/Fail Grade Policy**

**DePaul Temporary Pass/D/F policy**

The university has adopted a special temporary P/D/F grading policy for both graduate and undergraduate programs until further notice. Details of the P/D/F policy can be found on the university COVID 19 Update website.

**Highlights:**

- Students can choose or remove the P/D/F option until 3 days after the grade deadline.
- Go to Campus Connect, Academic Records, to select or remove this option.
- See the COVID 19 update website for exact dates and deadlines.
- Faculty will submit a letter grade in all cases.
- If the grade is a C- or better, with the P/D/F option, it will automatically change to Pass.
- All other grades will remain including D, F, IN, M, W.
- Students can choose this option for any or all of their program requirements.
• Contact your advisor for more information.

This policy is temporarily overridden by the Covid 19 P/D/F policy and will resume when the temporary policy has ended.

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

INCOMPLETE (IN) GRADE

This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

• The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

**COURSE SCHEDULE**

**WEEK 1**
Reading Assignments: Read “The Big Book of HR”, pages 23-72
Videos: “Workforce Planning Explained”; “Benefit and Drawback to Hiring Internal”
Assignments: Develop Workforce Plan; Write Hiring Criteria; Hiring internal vs. External Employees

Virtual Class – Thursday, January 7, 2021 7:00 – 8:00 p.m. CST

**WEEK 2**
Reading Assignments: Read an article on BDI Interview model – “Structured Behavioral Based Interview Guide”; Read “The Big Book of HR”, pages 73 – 91
Videos: TedTalk video “Why the Best Hire May Not Have the Perfect Resume”
Assignments: Discussion Question; Structural Behavior Interview Questions; Effectiveness of BDI Interview Questions

**WEEK 3**
Reading Assignments: Read “The Big Book of HR”, pages 133 – 182
Videos: “Tackling 3 Major Questions About Compensation”
Assignments: Design Compensation Package; Response to Video Question

Virtual Class – Thursday, January 21, 2021 7:00 – 8:00 p.m. CST

**WEEK 4**
Reading Assignments: Read: “The Big Book of HR”, pages 185-204
Videos: “Creating an Employee Development Plan for Improved Employee Performance”; “Why we need to treat our employees as thoughtfully as our customers”

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Assignments: Difference between training and coaching; Create training plan; Voice Thread Response

**WEEK 5**
Reading: “The Big Book of HR”, pages 205-224  
Assignments: Perform Performance Assessment; Practice using SBI model; Design Performance Appraisal

Virtual Class – Thursday, February 4, 2021 7:00 – 8:00 p.m. CST

**WEEK 6**
Reading: No reading assignment this week  
Videos – “Employment Law 101”  
Assignments: Two Discussion Questions; Summarize 2 Federal Employment laws; Application of two Federal Employment Laws

**WEEK 7**
Reading: The Big Book of HR”, pages 227-258  
Videos: “HR Basics – Employee Relations”  
Assignments: Voice Thread Response; Risk Management Paper; Conflict Resolution; Discussion Question

Virtual Class – Thursday, February 18, 2021 7:00 – 8:00 p.m. CST

**WEEK 8**
Reading: “Real Effects of Unconscious Bias in the Workplace”  
Videos: “Transform your culture: Diversity and inclusion in the modern workplace”  
Assignments: Discussion Question; Diversity and Inclusion; Unconscious Bias Paper

**WEEK 9**
Reading: “The Big Book of HR”, pages 259-274; Article - “A Step By Step Guide to Firing Someone”  
Videos: None  
Assignments: Create Standard Process; Prepare Exit Interview Questions; Discuss Employment Termination

Virtual Class – Thursday, March 4, 2021 7:00 – 8:00 p.m. CST

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WEEK 10
Reading: Read “The Big Book of HR”, pages 271-273; Article – “Look Ahead at HR Trends for 2018”; Article – “HR Trends”
Videos: “HR Challenges in 2018”

Assignments: Research Emerging HR Trends; Voice Thread Response; Comparison of two HR Challenges in 2018

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Hiring Criteria</td>
<td>8 points</td>
</tr>
<tr>
<td>1.3 Internal vs. External Position Paper</td>
<td>4 point</td>
</tr>
<tr>
<td>Discussion: Silver Spoon vs. Scraper</td>
<td>2 points</td>
</tr>
<tr>
<td>2.1 Structured Behavior Interview Questions</td>
<td>10 points</td>
</tr>
<tr>
<td>2.2 Effectiveness of BDI Interview Questions</td>
<td>8 points</td>
</tr>
<tr>
<td>3.1 Design Compensation Package</td>
<td>12 points</td>
</tr>
<tr>
<td>3.2 Response to Video Question</td>
<td>8 points</td>
</tr>
<tr>
<td>4.1 Difference Between Training and Coaching</td>
<td>4 points</td>
</tr>
<tr>
<td>4.2 Create Training Plan</td>
<td>12 points</td>
</tr>
<tr>
<td>Voicethread: Employee Relations and Performance</td>
<td>4 points</td>
</tr>
<tr>
<td>5.1 Perform Performance Assessment</td>
<td>8 points</td>
</tr>
<tr>
<td>5.2 Practice Using SBI Model</td>
<td>4 points</td>
</tr>
<tr>
<td>5.3 Design Performance Appraisal</td>
<td>8 points</td>
</tr>
<tr>
<td>6.1 Summarize Two Federal Employment Laws</td>
<td>9 points</td>
</tr>
<tr>
<td>Discussion: Employment Laws</td>
<td>2 points</td>
</tr>
<tr>
<td>6.2 Application of Two Federal Employment Laws</td>
<td>9 points</td>
</tr>
<tr>
<td>7.1 Risk Management Paper</td>
<td>9 points</td>
</tr>
<tr>
<td>7.2 Conflict Resolution</td>
<td>9 points</td>
</tr>
<tr>
<td>Discussion: Employee Motivation</td>
<td>2 points</td>
</tr>
<tr>
<td>Discussion: Diversity &amp; Inclusion</td>
<td>2 points</td>
</tr>
<tr>
<td>8.1 Diversity &amp; Inclusion</td>
<td>12 points</td>
</tr>
<tr>
<td>8.2 Unconscious Bias Paper</td>
<td>6 points</td>
</tr>
<tr>
<td>9.1 Create Standard Process</td>
<td>8 points</td>
</tr>
<tr>
<td>9.2 Exit Interview Questions</td>
<td>4 points</td>
</tr>
<tr>
<td>9.3 Employment Termination – Standard Process</td>
<td>8 points</td>
</tr>
<tr>
<td>10.1 Research Emerging Trends in HR</td>
<td>9 points</td>
</tr>
<tr>
<td>Voicethread: Emerging Trends in HR</td>
<td>2 points</td>
</tr>
<tr>
<td>10.3 Comparison of Two HR Challenges</td>
<td>9 points</td>
</tr>
</tbody>
</table>
COURSE POLICIES

Any changes to the syllabus will be communicated by the instructor via email during the first week of the course.

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

- APA citation format (GRAD) Academic Integrity Policy (GRAD)
- Academic Integrity Policy (UGRAD)
- Incomplete (IN) and Research (R) Grades Expiration Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants

OTHER RESOURCES FOR STUDENTS

- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office