

DePaul University | School of Continuing and Professional Studies | Undergraduate Program

COURSE: FA334

COURSE TITLE: HUMAN RESOURCE AND TALENT DEVELOPMENT FOR MANAGERS

WINTER, 2019

INSTRUCTOR INFORMATION

Jan Magree, M.Ed.
jmagree@depaul.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 5, 2019

Course Ends: March 22, 2019

The course is taught entirely online in an asynchronous mode. Asynchronous means that you will not have to be online at a specific time. You can progress through weekly content at your own pace. However, please keep in mind 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

Required Book: "The Big Book of HR" Revised and Updated Edition, Mitchell, Barbara and Gamlem,

Cornelia, Career Press, Inc., 2017. ISBN: 9781632650894 1632650894

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).

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.

Discussion Rubric – Criteria for Feedback/Evaluation	
"Points"/Quality	Criteria
Excellent	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
Above Average	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
Average	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

Minimal	The comment presents little or no new information; however, 'one point' comments	
A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	

GRADING CRITERIA & SCALE

Each assignment has a unique point value, and 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.

INCOMPLETE (IN) GRADE

A temporary grade (for up to two quarters*) indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have (a) a satisfactory record in the work already completed for the course, (b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and (c) applied to the instructor for permission to receive an IN, using the [college form](#) (Contract for Issuance of Incomplete Grade).. The instructor is not required to grant an IN grade. Upon agreeing to the IN grade, *the instructor has the prerogative to assign a shorter completion deadline, which will supersede the two-quarter timeframe. (Please see the [Grades, Incomplete \(IN\) and Research \(R\) Expiration Policy](#) for additional information. Note: 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

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

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”

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

WEEK 5

Reading: “The Big Book of HR”, pages 205-224

Videos: “SBI Feedback Model – Situation/Behavior/Impact”; “HR Basics Performance Appraisals”

Assignments: Perform Performance Assessment; Practice using SBI model; Design Performance Appraisal

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

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

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

ASSIGNMENT	POINTS
1.2 Hiring Criteria	8 points
1.3 Internal vs. External Position Paper	4 point
Discussion: Silver Spoon vs. Scrapper	2 points
2.1 Structured Behavior Interview Questions	10 points
2.2 Effectiveness of BDI Interview Questions	8 points
3.1 Design Compensation Package	12 points
3.2 Response to Video Question	8 points
4.1 Difference Between Training and Coaching	4 points
4.2 Create Training Plan	12 points
Voicethread: Employee Relations and Performance	4 points
5.1 Perform Performance Assessment	8 points

5.2 Practice Using SBI Model	4 points
5.3 Design Performance Appraisal	8 points
6.1 Midterm Reflection Paper	6 points
Discussion: Employment Laws	2 points
6.2 Application of Two Federal Employment Laws	9 points
7.1 Risk Management Paper	9 points
7.2 Conflict Resolution	9 points
Discussion: Employee Motivation	2 points
Discussion: Diversity & Inclusion	2 points
8.1 Diversity & Inclusion	12 points
8.2 Unconscious Bias Paper	6 points
9.1 Create Standard Process	8 points
9.2 Exit Interview Questions	4 points
9.3 Employment Termination – Standard Process	8 points
10.1 Research Emerging Trends in HR	9 points
Voicethread: Emerging Trends in HR	2 points
10.3 Comparison of Two HR Challenges	9 points
TOTAL	200 points

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

Syllabus, FA 334, Magree, Jan, Winter 2019

[University Center for Writing-based Learning](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)