LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-308

Course Title: Human Resource Management

(3 Units)

Course Start Date: August 22, 2022   **Course End Date: December 5, 2022**

Time: Monday, 0900-1145 hours (9:00 am to 11:45 am)

Office Hour (Virtual): Monday, 11:45-12:45 (11:45 am to 12:45 pm) by arrangement

Lincoln University Course Catalog Description:

This course is concerned with those concepts pertaining to the prudent management of a firm's human resources. It deals with those being considered for positions, those parts of the firm, and those leaving. The concepts are found in the application of principles and norms for recruiting, selection, training, evaluation, and performance appraisal. The value of intra-firm contacts and discussion for matters of discipline and the negotiation of salary and wage matters is emphasized. Also covered are: labor relations, safety, supervision, incentive programs, federal and state regulation, particularly regarding discrimination, harassment, and environmental concerns. (3 units)(Mastery Level-1)

Required Text, Supplemental Texts, Technology & Web Sites

Required Text (print, digital, rental)(HEOA compliant):

Lussier, R.; Hendon, J.

>   2021   Human Resource Management, 4e. Sage Publications, Thousand Oaks, CA. ISBN: 9781544396866 (paperback) ($125.00).
>
>   E-Text: $70.00* (* 180-day rental)

The three required course digital sites and access:

Please make sure that you configure your username to one that corresponds to your name on the Blackbaud LU course roster.

Grades for assignments that are submitted will appear in Blackbaud. You will submit your assignments to Turnit-In, which you will self-enroll using:

https://www.turnitin.com/
Class ID: 35647244
Class Name: BA308 Human Resource Management
Enrollment Key: BA308F2022

Join Zoom Meeting
https://us02web.zoom.us/j/82910270351?pwd=Z1QvM3ZOcUVpWGgvbndLTG5hWkdnQT09

Meeting ID: 829 1027 0351
Passcode: 685255
One tap mobile
+16699009128,,82910270351#,,,,*685255# US (San Jose)
+16694449171,,82910270351#,,,,*685255# US

Dial by your location
    +1 669 900 9128 US (San Jose)
    +1 669 444 9171 US
    +1 346 248 7799 US (Houston)
    +1 719 359 4580 US
    +1 253 215 8782 US (Tacoma)
    +1 309 205 3325 US
    +1 312 626 6799 US (Chicago)
    +1 386 347 5053 US
    +1 564 217 2000 US
    +1 646 558 8656 US (New York)
    +1 646 931 3860 US
    +1 301 715 8592 US (Washington DC)
Meeting ID: 829 1027 0351
Passcode: 685255
Find your local number: https://us02web.zoom.us/u/kbykuM7uRy

Lincoln University Course, Program, and Institutional Learning Outcomes:

Lincoln University has established program and institutional learning outcomes for our graduate business students, which are listed and available on the LU website. You should re-familiarize yourself with all of them because our aim in this course is for you to have multiple opportunities to achieve them. Detailed descriptions of the institutional and program learning outcomes and information about the assessment procedure are available at the Learning Outcomes Assessment page on the LU website: https://acqa.lincolnuca.edu/learning-outcomes-assessment/.

Instructor's Student Learning Goal(s) & Outcomes for this Course:

Based on my professional management practitioner background and academic experience, I have developed the following student learning outcomes for this course along with my goal for this course, which are below.

Instructor's Course Learning Goal:

The goal of this course is to provide students with an understanding of the professional practices, challenges and opportunities faced by Talent (aka HR, Personnel) managers in organizations in an interconnected globalized work setting, and to enable them to apply these in practice.

Instructor's Course Learning Outcomes:
1. Be able to find, interpret, analyze, and evaluate the pragmatic usefulness of scholarly research on talent management.

2. Be able to apply professional managerial ethical reasoning in decision making in a talent management setting using the Society for Human Resources Management (SHRM) framework.
3. Be able to recognize communication challenges in a work setting across cultural differences and demonstrate ways for a talent manager to adapt in an international work environment.
4. Be able to develop professional talent management skills to effectively: Present, interview for selection, assess job competencies, conduct employee interviews (development, assessment, research, and performance), deal with conflict and labor negotiations, manage team/group work, manage meetings, use talent/HR management software and applications, present a persuasive argument for a position or decision.
5. Be able to recognize and effectively address talent management challenges in developing international and/or transnational strategies and entering foreign markets.
6. Be able to recognize and address leadership differences and different approaches for motivating employees in a globalized work setting.
7. Has further develop his or her problem-solving ability to recognize and handle talent management issues that include investigate the issue to determine solutions, and effectively implementing the best one(s) using talent management approaches and practices.

While I believe, from my professional experience, that my student learning goals and outcomes listed above are important for you to succeed in organizational life, Lincoln's institutional goals and program learning outcomes are a priority for our university, for you, and are my priority for this course. I am committed to do my best to help you achieve **all** goals and outcomes for this course.

Smartphone, Tablet, Notebook Computer Technology:

Organizational, business, and social culture in most parts of the world utilize technology as if it were an additional limb or extension of our body. Think about how you feel when you forget or leave your smart phone at home. For most of us, we experience some degree of discomfort not having it with us. With that in mind, our class sessions (ground classes, and if necessary, online) will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone and routinely used for business and management.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class just as you would in the workplace. However, you need to have your devices on vibrate so that it will not distract the class or your classroom manager (me). If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Provost's office for counseling before being admitted back to class.

Using your personal devices for things that are unrelated to our coursework is not allowed unless we are on a class break. The instructor will take corrective action if this privilege is abused.

Instructor

Dr. Mike Guerra, Associate Professor of Business Administration & Leadership Studies

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)
Lincoln University e-mail address: mguerra@lincolnuca.edu (you can e-mail me any time)
Course Specific Office Hour: Room 301, Wednesday, 11:45 pm to 12:45 pm) by arrangement in advance

I've provided a brief instructor profile below because an important step in instructional design is for an instructor to establish professional credibility in the discipline he or she is teaching for students taking a course, which I am trying to accomplish below.

Instructor Profile:

Academic Degrees: AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. Secretary of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, and Clean & Safe committee chairperson of the Downtown/Uptown Oakland Community-Benefit Business Districts. International management consulting experience specializing in process, management audits, problem-solving, talent development and management, strategic, and organization development in NGOs, government, and a small number of for-profit firms. Past subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, problem-based learning, talent recruitment, ethics, training and performance policies, practices, and procedures.

Has extensive professional experience in domestic procurement; operations; capital budgeting; policy development; MIS administration, needs assessment and purchasing; HR compensation; organizational training and education systems; organizational and regional strategy formulation, implementation and evaluation; managerial accounting; management audits; and both contract and labor union negotiations (as a union negotiator and as a management representative). Additionally; have designed, implemented, and managed marketing, recruitment, retention, and hiring programs for attracting and keeping new talented employees.

Professional Academic Experience: Has taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions of higher education since 1998. I have occasionally been a paid guest lecturer, taught undergraduate management courses online for eight years, and have been a guest lecturer in organization development and leadership at other universities. In addition, I occasionally consult with local colleges and universities to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs. Additionally, I've been a member of academic advisory boards

for the South Bay Community College Consortium (SF Bay Area region), and the University of San Francisco's School (USF) of Management. As a professional practitioner, have been involved in designing and delivering professional training programs and courses that received lower division undergraduate course credit since 1986.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), Society for Human Resource Management (SHRM), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE)

Introduction

Our current globalized work setting presents a unique or a once in a lifetime (hopefully) business environment for a graduate student where a global pandemic probably has affected business ranging from a multinational corporation to a one-person business that ships products or provide services to overseas customers and clients. So, this will be a different learning experience for us all in this spring 2022 semester course. I will try to provide current or even real-time relevant international business situations and issues.

To be successful in this course, you need to be skilled in effective time management. This means completing the assignments as proscribed in the schedule at the end of this syllabus. In addition, the expectation is that you will have completed assignments on time. For example, if the topic for the class is Chapter 5, the expectation is that you have read Chapter 5 before class starts.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the performance level of a graduate business student. I am confident that this course will be of value to you by helping you think more wisely, act more competently, and to make better decisions.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail.

I have also designed this course so that you will have multiple learning opportunities to achieve each of the student learning outcomes for this course and those applicable to Lincoln's institutional and programmatic learning outcomes. In practice, this means that each assignment you complete during this course is connected to one or more learning outcomes and at the course level and at least one of the programmatic and institutional learning outcomes. You will receive feedback on your assignments that you can apply to future assignments within this course. From this syllabus, you will also see that you will receive feedback as your work toward completing and submitting a final version of your high point value assignments instead of submitting them at the end of the course for a final grade on the last day of the course with no feedback that can be used for future assignments.

Keep in mind that a master's degree level course prepares you to teach, and when you graduate with your degree, at some universities, you are "…welcomed into the company of scholars." With this in mind, I will provide opportunities for graduate students to develop their teaching skills.

Class Procedures

Before you arrive for a classroom/online session, you are responsible for reviewing the course syllabus for: instructions, assignments, exams, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class. It is important for you to come to class prepared just as your employer expects you to arrive at work ready to take care of business!

Instructional methodology includes: Online lectures, class discussions, individual/team presentations, guest presentations (not yet confirmed), demonstrations, role-playing, group work, buzz groups, practical exercises, social networking and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers readily available in class will enhance your ability to contribute to class exercises and discussions.

You will also need to register for this course in Turnit-In, and the registration information is at the beginning of this syllabus.at the first class, which is also included at the beginning of this syllabus. Why? Blackbaud will be used as the overall gradebook for this course.

You will be submitting a comprehensive journal and those assignments included in your journal three times (J1, J2, J3) during the course using Turnit-In. Turnit-In allows me to provide feedback on the content of your journal and assignments, feedback on your writing mechanics to improve your English writing skills, and it also allows me to check for evidence of plagiarism.

As you can imagine, university level coursework requires significant work outside of the classroom. For each class session, you should plan to spend at least one to three hours of your time studying, researching, working with your learning group, and completing assignments for each class session. Based on prior classes, if you choose to not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you study our text and course materials.

Students will also be asked during the semester to evaluate this course by the Registrar's office and the LU Faculty Association. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved. In addition to this course evaluation, I will ask you to complete a learning assessment based on Lincoln's institutional and programmatic learning outcomes where you will assess the degree that this course provided you multiple learning opportunities for you to achieve these individual outcomes, and how successful they were for you.

Classroom Management

Consider that a classroom is similar in many respects to an organization that provides a product or service. The education business, depending on your perspective, either provides a service to consumers/customers—YOU the student, or produces a product –YOU the educated graduate. So, it should be no surprise that managing the classroom is an essential element for creating a learning environment for you to succeed. It just happens that because close to over 90% of our business students are from outside the US, we might think of ourselves in this BA-308 course as being in a live

management setting. As such, we need policies and procedures for conducting business or instructing in our case, which are indicated below:

- **Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct**. Both of these are found in your student handbook at the following link: http://file.lincolnuca.edu/catalog/student%20Handbook/Student%20Handbook%20(2020-2021).pdf. Misconduct will have an adverse impact on your grade.
- **Disruptive Classroom Behavior:** Lincoln University expects students and instructors to work together to create a classroom or lab environment that is conducive to learning and educational discovery so that students can achieve their student learning outcomes. To create this classroom/lab learning environment it is essential that respect for the rights of others who are trying to learn, respect for the professionalism of the instructor, and the goals of academic freedom are established and maintained. If there are differences in viewpoints or concerns, they should be expressed in a way that supports the learning process, and in a way that creates learning opportunities for instructors to help students learn to reason and to present their points-of-view with clarity and supporting facts. It is also important in this learning environment for students to be able to share of themselves without losing their identities, and for students to explain their personal self/place in their respective fields of study. Student conduct that disrupts the learning process will not be tolerated and I may ask students to leave the class session, which could eventually lead to administrative disciplinary action and/or removal from the class depending on the severity of the misconduct and if there are patterns of misconduct.
- **Plagiarism Detection:** Lincoln University subscribes to Turnit-In plagiarism prevention service, and you will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection. Originality Reports <u>WILL</u> be available for your viewing.
- **Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
- **Subject to Change Statement**: "This syllabus and schedule are subject to change in the event of extenuating circumstances." If the syllabus is revised during the semester, all versions will remain available to you so you can track changes.
- **Academic honesty** in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.
- **Online Netiquette**: Rules for those courses with web-enhancement so classroom members behave online. Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].
- **Students with Disabilities**: Students in this course who have a disability that might prevent them from fully demonstrating their abilities should inform the instructor and their Program Director as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course

requirements. In addition, you can use this link to expedite your request: https://acqa.lincolnuca.edu/ada-accommodations/

- **Academic Counseling/Tutoring/Remedial Instruction**: If you find yourself in need of tutoring for this course or any of your other courses Lincoln has resources to help you in the form of tutoring (one-to-one), and small group remedial instruction. Go to student services or use this link: https://students.lincolnuca.edu/academic-counseling/.

- **Information Literacy Requirement:** In this course, our teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:
  - Determine the nature and extent of the information needed, access needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge base and value system, individually or as a member of a group, use information effectively to accomplish a specific purpose, Explain many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.
- **Use of the LU Library**: This course requires students to complete course assignments using resources available through the Lincoln University Library.
- **Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) collaborating with other students to complete assignments with the instructor's approval (f) using a commercial term paper service.

  If coursework is submitted that contains significant evidence of plagiarism (10%-80% of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. Between 80-100%, there will be zero points. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be reduced severely using the following criteria. If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect low-satisfactory to poor achievement (73% or less). If there is evidence of 10-25% of plagiarism, the grade/evaluation will be "F" or 59% of the points. If there is more than 25% of plagiarism, there will be "0" points for the assignment. Repeat violations will be referred to the provost office for misconduct. And, assignments cannot be re-done.
- **Syllabus Confirmation and Explaining:** The syllabus can be downloaded from the LU website. Once you can register your e-mail with Turnit-In, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me.
- **Assignments must have**: The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following

instructions. Electronic submissions without these items will not be counted, late deductions will apply, and you <u>must</u> use your lincolnucasf account for electronic submissions.

- **Format Requirements:** Use 12-point font, normal margins, and single or double spacing for text. Tables can be 9-10 point font. Use the APA/Chicago-Turabian/MLA guidelines (pick one and be consistent) for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources. There are also free templates at the MS Office Word website that you can download.

- **Late Assignment Point Deductions:** Individual and Learning Group Case assignments can be turned in late. If the assignment is turned in late after two full weeks, the assignment is late beginning with the second week and there will be a 5% deduction for the assignment point value before it is graded. If it is three weeks late, it is a 10% deduction, etc. Once you reach 50% of the total point value for the assignment, you can still earn up to 50% of the point value for the assignment before grading by turning in any late assignments by the last day of class. For example, if the total points of an assignment were 5 points, you could still earn up to 2.5 points before grading by submitting this late assignment by the last day of class.

- **Late Registration:** If you register for the class late (up to three weeks), you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time—it is your responsibility to contact the instructor. These late registration options are not available to students who are registered at the time of the first class session.

- **Late Exams:** If you missed an exam due to late registration, a make-up exam will be given using the same schedule for late registration.

- **There is no extra credit available in this course and assignments cannot be re-done once submitted to Turnit-In by the assignment deadline or after the deadline.**

- **Late Registration Attendance:** If you start to attend classes after a course has already started, you need to check with the Registrar's office to verify your attendance requirements. Depending on university policy, if you've already missed class sessions before you even registered, the missed class sessions could count toward your university attendance record. It's better to check to ensure you do not receive a warning letter for missing too many class sessions.

- **Student Working Groups:** In many classes' students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is essentially a cross-cultural management class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. In addition, you will be rotating through different groups during this course to simulate real work situations. However, this practice depends on the number of students in the class. If there is a small number, you may be allowed to form your own groups.

- **Group Assignments:** When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.
- The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thoughts before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Class Attendance Defined

You are expected to contribute to class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

Assignments or exams that do not require group participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional's note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent. If you are a student or student athlete, you are able to take your exam in advance of the scheduled assessment day, and it is the student's responsibility to contact the instructor to arrange it. Student athletes who notify the instructor after the exam date can make-up the exam following the make-up exam process.

You cannot make-up group assignments or in-class group activities if you are absent or ae unable to participate in the group regardless of the reason since it is a group grade not an individual grade.

If you miss any part of a class session, it is **your responsibility** to follow-up to learn what you missed. This could mean assignment modifications, group assignments, instructional material, etc. so you may have missed something that is important for your success in this course.

Class attendance is taken only once for each class session at the beginning of class (first 20 minutes of in-person classes) using either coursework, textbook checks, or by a student's presence. My current practice is to have an entry ticket where you have the first 20 minutes of the class to answer a question related to the topic of the class session that should take you less than five minutes to complete. **I do not record late students after the first 20 minutes of class**. If you arrive in class after the first 10 minutes of class, I will allow you an extra 10 minutes to complete the entry question.

In an online or Zoom classroom, I will check on attendance throughout the online session. You will need to register to enter each class session, which then automatically documents attendance.

If you miss three consecutive sessions, you will be dropped from this course since your absence should have a negative effect on the workload and/or on the grades of your fellow group members. For more information, please consult the LU catalog.

Assignments & Coursework

Useful Definitions:
To Explain what is required in your assignments, the following working definitions drawn from Wikipedia may be helpful (I choose Wikipedia not for academic rigor, but it is a site where you can easily look them up for yourself using "search"):

Critical Thinking: "The objective analysis of facts to form a judgement.". This can also include analysis, synthesis, evaluation, and be able to distinguish fact from opinion.

Business Analysis: "Identifying the needs and determining the solutions to business problems."

Self-Reflection: "Reflect upon, and evaluate, his or her own experiences, memories, values and opinions in relation to a specific issue or topic."

Position Paper: "A report outlining someone's attitude, opinion, or intentions regarding a particular matter."

Reflection Journal Definition Link: https://www.niu.edu/citl/resources/guides/instructional-guide/reflective-journals-and-learning-logs.shtml . Northern Illinois University (2019).

Description of Assignments:

 ***Note: In the Turnit-In system, I have turned on the feature so you can submit multiple versions of your assignment that will replace the previous one you uploaded until the due date. So, you can obtain feedback about your writing mechanics and plagiarism that you can use to revise your assignments and re-submit them. This feature will not work after the due date. It will only accept one late assignment submission.**

1) **Individual Journal:** Students will maintain a journal where they will write entries to reflect on their recent course related activities and experiences, and will include a number of homework assignments. Some homework assignments will be part of your journal instead of a separate homework assignment. These are the sections of the journal that you must include in your J1, J2, and J3 submissions in order to receive the maximum points/grade for the assignment:
    a. PERSONAL REFLECTION: A personal reflection for each class session related to the topic/subject covered in the class that day (J1, J2, J3).
    b. PERSONAL ACADEMIC PROGRESS REFLECTION: A personal academic progress reflection summarizing your progress toward achieving your personal goals for the course and the institutional, program, and course learning outcomes for this course to date (J1 and J2).

This journal will provide students with a structure for critical analysis during these reflections, prompting students to respond to the main questions and relevant sub-questions. There are three reasons for having this exercise, which are:
1. To demonstrate an ability to take in an experience/activity and describe it.
2. Provide insight into a student's ability to connect this experience/activity to past learning or to the text in this course.
3. Provide evidence of the student's ability to plan for the future, which is an indicator of a student's capacity for life-long learning.

Your personal reflection on a class session should consider these questions:
1. What was the class session about? What happened? Was there a difference between what you expected and what happened? What did you do?
2. So What? What have you learned? Why does that matter? To you? To your classmates? To other stakeholders? Is the experience in alignment, informed by, in conflict with the class text or other activities? This builds on your answer for #1.
3. Now What? How can you apply your learning? What information can you share with others? What would you like to learn more about? This builds on your answer for #2.

Example of a Journal Entry for a Class Session that covers the 3 questions above:
> In the January 5, 2022 class session, the topic for the class session was Gallup's research on Wellbeing. The five elements of Wellbeing that we covered in class were: Career wellbeing (what you like to do every day), social wellbeing (meaningful friendships), financial wellbeing (money management), physical wellbeing (energy to get things done), and community wellbeing (like where I live). While I found all the elements comprising wellbeing interesting, I found myself thinking about how two of them really impacted what type of work I like to do and what type of community I like to live in. I was not surprised that the results of Gallup's research found that career wellbeing was the most important element for people since I can count myself as one who places a high importance on my career.
>
> However, I found that while I liked the work I do, I am not very happy with my community wellbeing. The community where I work is fine, but due to the high cost of living in the area, I cannot afford to rent or buy a house where I would like to live. Where I can afford to live, there is a lot of property crime and vandalism to property. My

car gets broken into about every six months even though I do not keep anything of value in it. People constantly spray graffiti on my apartment building, and you must keep a lookout on the sidewalk for human feces. I use an App to report when I see human poop on the sidewalk to the city government, which occurs every day. Several pairs of shoes have been ruined because of it. This creates a wellbeing dilemma for me, and I'm sure my co-workers probably feel the same way.

I'm now interested in learning more about wellbeing and if there are sub-findings of the Gallup study related to career and community. In addition, for the class project for this class, I may interview some of my co-workers to learn what their thoughts are on these five parts of wellbeing to see if they feel the same way as me or not. If we have the same issues maybe we can work as a group to approach management to see if there are any resources or support so they can offer to improve the wellbeing of their workforce.

Students will submit their journals using Turnit-In three times during the semester for assessment. Journal personal reflection entries (not assignment or academic progress entries) will be assessed on an A-F grade scale using the following percentage values for each class session based on 1-3 in the paragraph above:

- What? = 59-76% (F to C grade if you only cover "What," which is equal to a summary of the session) of the session points for the reflection assignment.
- So What? = What? + So What? = 77-94% (C+ to A- grade) of the session points for a connection to a lecture, class exercise, or reading. One or two sentences that indicate that you agree or support a summary without providing supporting information will result in a 77-78% or C+ grade for the session entry.
- Now What? = What? + So What? + Now What? = 95-100% (A grade) of the session points for a concrete action plan or evidence of action taken.

When submitting your journal, it is a running journal so the second submission will also include what you submitted for the first submission, and what you included in the first and second submission will also be included in your third submission.

The last entry for your first and second journal submissions (J1 and J2) will be your personal reflection summarizing your academic progress to date. You do not need to have an academic progress reflection for each class session. Be careful that you do not confuse this with your personal reflection entry for your class session. They are two different things. This academic progress summary is graded as CR/NC/PC.

An academic progress reflection title, and your reflection on your academic progress in this course is one that is based on your earned points/grades in Turnit-In, the BSG, or any other coursework where you have received feedback from me to date. You should reflect on to what degree are you working to achieve the personal goal(s) you identified in your personal goals statement assignment, and to what degree are you achieving the course's learning outcomes and objectives.

Example of the structure for an August 22 Class Session Journal Entry:
- August 25 1: Personal Goals assignment.

- August 22 1: A journal entry for the class session required in J1 that starts with:
  - A title with the date of the class session (labeling by class session without the date will result in a reduction in 0.25 points).
  - The title of a homework assignment and your answers to any homework assignments that were due in the class session. Make sure you use the title for the homework assignment. (not using the title will result in a reduction in 0.25 points per assignment). So, August 25 followed by the title of the assignment and your answer.
  - Your personal reflection on the topic/subject directly to the coursework or class discussion of the August 25 class session. You must title your entry as a "Personal Reflection." Not using the correct title will result in a reduction in 0.25 points.
- August 25: Reflection on your academic progress.

J1 Point Distribution **(Due 9/26, Covers 8/22 to 9/19)**:
- Personal Goals Statement Assignment: 1.5 points (CR/NC/PC scale)
- Personal Reflection of class session topic/subject: 4 x 1.5 pts. = 6 points (A-F scale)
- Personal Reflection of your Academic Progress: 1 point (CR/NC/PC scale).
  - A personal reflection summarizing your academic progress to date. This needs to include to what degree you are achieving your personal goals for this course, and to what degree are you achieving your institutional, program, and course student learning outcomes.
- Total points for J1 = **8.5 points**.

Include the following Homework Assignments in J1 (Total 12 points): Cases 1.1, 2.1, 4.1; and Skill Builder 5.2

J2 Point Distribution **(Due 10/31, Covers 9/26 to 10/24)**:
- Personal Reflection of class session topic/subject: 5 x 1.5 pts. = 7.5 points (A-F scale)
- Personal Reflection of your Academic Progress: 1 point (CR/NC/PC scale)
  - A personal reflection summarizing your academic progress to date. This needs to include to what degree you are achieving your personal goals for this course, and to what degree are you achieving your institutional, program, and course student learning outcomes.
- Total Points for J2 = **8.5 points**.
- Journal 1 should be in the same document and Journal 2 will be an addition.

Include the following Homework Assignments in J2 (Total 15 points): Cases 6.2, 7.2, 8.1, 9.1, and 10.2.

J3 Point Distribution **(Due 12/5, Covers 10/31 to 11/25)**:
- What Have I Learned From This Course Assignment = 1.5 points (CR/NC/PC scale)
- Personal Reflection of class session topic/subject: 5 x 1.5 pts. = 7.5 points (A-F scale)
- Total Points for J3 = **9 points**.
- Journals 1 and 2 should be in the same document and Journal 2 will be an addition.

Include the following Homework Assignment in J3 (Total 3 points): Case 11.1.

2) **First Assignment: Personal Goals Statement (1.5 points):** This introductory assignment is designed to help you think about why you are taking this course and how it connects with your overall learning goals for your degree program. Prepare a paper (at least 150-200 words) that identifies your personal goals for this course in specific and detailed terms. Include a description of how you plan to meet your goals that is specified in a weekly time schedule for this semester. If you want, you can set weekly goals and a time schedule. Graded on a Credit/Partial Credit/No Credit grading scale. (Adapted from Weimer, 4.1.15). **This assignment is part of your course journal (J1).**

3) **Last Assignment: What Have You Learned From This Course (1.5 points):** Write a self-evaluation (at least 200-300 words) where you analyze how well you net your personal goals for this course. If your goals changed, discuss how, and if unanticipated goals surfaced, describe what they were. End your paper by assigning yourself an overall grade based on your performance in the course. (Adapted from Weimer, 4.1.15). **This assignment is part of your course journal (J3).**

4) **Reading Assignments: Please refer to the course schedule at the end of this syllabus.** When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **<u>before</u>** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all the material within the assigned textbook chapters so if there is a concept that you are having trouble Explaining, please raises the issue during our class.

5) **Individual Homework Assignments from Chapters in the Textbook (12 x 4 points each): Please refer to the course schedule at the end of this syllabus.**   There are nine chapter case studies and one skill builder exercise assigned as homework. The chapter case studies have from 4-8 questions for each case and all of them should be answered since the overall grading points will be equally divided between the number of questions for a particular case. The one skill builder exercise will be graded based on completing all elements of the assignment. These homework assignments are graded on the A-F grading scale.

6) **Individual**: **The Future of Work From a Talent Manager's Perspective Post COVID-19 Homework Assignment (15 points):** The 2+ year global COVID-19 pandemic has drastically influenced how we work, and has accelerated trends toward working from home or away from your primary work location before the pandemic. The pandemic has also increased e-commerce, automation, and AI efforts in the workplace. It has also changed how workers at all levels think about their jobs, careers, wellbeing, and occupations. For this assignment, you are the Talent manager for a small company (1-500 employees) that operates in one country that provides products/services in only that country, or it could export said products or services, or import products. (1) Pick a country (it can be the United States or a country you are familiar with) and (2) identify the HR trends in your selected country <u>due to the pandemic</u>. For example, this could include a change in the mix of occupations available in the country, which could result in more workers having to change occupations. (3) Compare/contrast the trends you have identified within the country you chose with the generalized post-pandemic global HR trends (A simple

Google "search" will provide you with a lot of resource material that can help you with this assignment). (4) Based on 2 and 3 above, what HR recommendations would you propose for your company so that it can survive in the post-pandemic work environment? Make sure these HR recommendations are realistic for a small company that does not have unlimited financial resources and unlimited time to adopt and implement your recommendations by including your estimated cost and implementation schedule (time) for each of your recommendations. This assignment is graded on an A-F scale, and should be from 5-9 pages in length that includes a title page and bibliography. Part of being a professional manager is to practice effective time management so you need to create a persuasive message that can be digested by your audience in as short a time as possible, which translates to managerial effectiveness and efficiency. So, the maximum allowable total length of this paper is 11 pages unless you get prior approval from your instructor. Also, the content basis from your textbook is from Chapters 1-15, does not include chapter 16.

Course Work Institutional (ILO), and Program Student Learning Outcomes (PLO) & Course SLOs

I/G Assignment (I = Individual, G = Group)	Course Grade Weighting	ILOs	MBA-PLOs	Instructor's Course LOs
I/Journal (x3 submissions, 26 total points) (A-F grade scale)	26%	1,2,5,6,7	2,3,4,5,6,7	1,2,3,4,5,6,7
I/ Textbook Chapter Cases (x12)	48%	1,2,5,6,7	2,3,4,5,6.7	1,2,3,4,5,6,7
I/ Textbook Skill Builder Exercise (Resume)	4%	6,7	6,7	1,2,3,4,5,6,7
I/ Future of Work From a Talent Manager's Perspective Post-COVID-19	15%	1,2,5,6,7	2,3,4,5,6,7	1,2,3,4,5,6,7
G/ Group exercises in class	7%	1,2,5,6,7	2,3,4,5,6,7	1,2,3,4,5,6,7

As you review the table above, you will notice that each assignment is connected to institutional, program, and course learning goals and outcomes. You should also see that you will have multiple opportunities to achieve most goals and outcomes throughout the course so you can build your level of competence. In addition, when you review the schedule of assignments below, you will see that you will receive feedback on your coursework throughout our course and that you can use it to improve your competency. You will also see that you will receive feedback to improve your performance for those assignments with high point values, so you have the opportunity to improve your work before a final submission.

Course Grade Weighting:

Category	Percent	Point(s)
Individual Journal (1st submission 8.5 pts., 2nd submission 8.5 pts., 3rd submission 9 pts.)(Includes PG, LL, and AP points)	26%	26
Individual: Chapter Case Study Questions (x12, 4 points each)	48%	48
Individual: Chapter Skill Builder Exercise (Resume)(x1, 4 points)	4%	4
Individual: Future of Work From a Talent Manager's Perspective Post-COVID-19	15%	15
Group: Group class exercises (Have to be attending class session to earn points, and if you are absent, will not receive points. You can do a make-up exercise if you are absent so contact the instructor)	7%	7
Total	**100%**	**100**

Grading

Turnit-In Grading System: The Turnit-In grading system will not be used. Grades will be posted on Blackbaud.

VERY IMPORTANT: Be familiar with what is considered a "passing" grade for your Master's Degree program, which according to the LU catalog on page 48 is: "A grade of C or better is required in all courses to fulfill degree requirements for graduate programs. "

As you will see below, the criteria or standard for each grade is defined. This is done because you need to understand how performance is evaluated in order to prepare for your work career. As an employee, you will have standards of performance and your work will be compared to your performance objectives. To what degree you achieve those objectives will determine if you continue to be employed, promoted, or receive some other form of organizational reward. There is nothing more frustrating if a student asks:" What do I need to do to earn an 'A' grade?" This question can be answered in this class. Also, if you have questions concerning a grade you received for an assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade.

Point/Grade Conversion

100-95	A		76-74	C
94-90	A-		73-70	C-
89-87	B+		69-67	D+
86-84	B		66-60	D
83-80	B-			
79-77	C+		59 or <	F

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or

argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an "A" paper. The analysis, argument, or approach is not as well researched and supported as in an "A" paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the "A" or "A-"categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student.   A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data.   The ideas are not as clearly expresses as in the "B+" category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the "B" grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the "B-"grade level above.

C = Average performance for a graduate student.   An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Schedule & Homework Assignments

Session	Course Outline
August 22	• **Introduction to course and syllabus review.** • **Review of Institutional, MBA Program & Course Student Learning Outcomes.** • **Training on completing educational learning reflection journals:** https://www.niu.edu/citl/resources/guides/instructional-guide/reflective-journals-and-learning-logs.shtml. • **First Assignment: Personal Goals Statement (Include in Journal #1).** • **Individual Homework (Due at the start of class on 8/29): Read Chapter 1: What is HR Management?** • **Individual Homework (Include in Journal 1 [J1] Submission): Case 1.1, page 30, Questions 1-4.**
August 29	• **Class Session Topic: Chapter 1: What is HR Management** • **Individual Homework (Due at the start of class on 9/12): Read Chapter 2: Strategy-Driven HR Management.** • **Individual Homework (Due at the start of class on 9/12): Read Chapter 3: The Legal Environment.** • **Individual Homework (Include in Journal 1 [J1] Submission): Case 2.1, page 63, Questions 1-6.**
September 12	• **Individual Homework (Due at the start of class on 9/19): Read Chapter 4: Workforce Planning: Job Analysis, Job design, and Employment Forecasting.** • **Individual Homework (Include in Journal 1 [J1] Submission): Case 4.1, page 133, Questions 1-6.** • **Class Session Topic: Chapters 2 & 3.**
September 19	• **Class Session Topic: Chapter 4.** • **Individual Homework (Due at the start of class on 9/26): Read Chapter 5: Recruiting Job Candidates.**

	• **Individual Homework (Include in Journal 1 [J1] Submission): Skill Builder 5.2-Resume, page 163.**
September 26	• **Class Session Topic: Chapter 5.** • **Individual Homework (Due at the start of class on 10/3): Read Chapter 6: Selecting New Employees.** • **Individual Homework (Include in Journal 2 [J2] Submission): Case 6.2, page 200, Questions 1-6.** • ***DUE TODAY: POST YOUR JOURNAL (J-1) ON TURNIT-IN (Covering 8/22 to 9/19 class sessions).***
October 3	• **Class Session Topic: Chapter 6.** • **New Employees. Individual Homework (Due at the start of class on 10/10): Read Chapter 7: Learning, Training, and Development.** • **Individual Homework (Include in Journal 2 [J2] Submission): Case 7.2, page 238, Questions 1-5.**
October 10	• **Class Session Topic: Chapter 7.** • **Individual Homework (Due at the start of class on 10/17): Read Chapter 8: Performance Management and Appraisal.** • **Individual Homework (Include in Journal 2 [J2] Submission): Case 8.1, page 273, Questions 1-8.**
October 17	• **Class Session Topic: Chapter 8.** • **Individual Homework (Due at the start of class on 10/24): Read Chapter 9: Rights and Employee Management.** • **Individual Homework (Include in Journal 2 [J2] Submission): Case 9.1, page 314, Questions 1-4.**
October 24	• **Class Session Topic: Chapter 9.** • **Individual Homework (Due at the start of class on 10/31): Read Chapter 10: Employee and Labor Relations.** • **Individual Homework (Include in Journal 2 [J2)] Submission): Case 10.2, page 354, Questions 1-6.** • **Discussion of Talent Manager's Post-COVID-19 Assignment in class.**
October 31	• **Class Session Topic: Chapter 10.** • **Individual Homework (Due at the start of class on 11/7): Read Chapter 11: Compensation Management.** • **Individual Homework (Include in Journal 3 [J3)] Submission): Case 11.1, page 391, Questions 1-7.** • ***DUE TODAY: POST YOUR JOURNAL (J-2) ON TURNIT-IN (Covering 2/23 to 3/30 class sessions).***
November 7	• **Class Session Topic: Discussion of Chapter 11.** • **Individual Homework (Due at the start of class on 11/14): Read Chapter 12: Incentive Pay.** • **Individual Homework (Include in Journal 3 [J3] Submission): Case 12.1, page 427, questions 1-8.**
November 14	• **Class Session Topic: Discussion of Chapter 12.**

	• **Individual Homework (Due at the start of class on 11/21): Read Chapter 13: Employee Benefits.** • **Individual Homework (Include in Journal 3 [J3] Submission): Case 13.1, page 469, questions 1-8.**
November 21	• **Class Session Topic: Discussion of Chapter 13.** • **Individual Homework (Due at the start of class on 11/28): Read Chapter 14: Workplace Safety, Health and Security.** • **Individual Homework (Due at the start of class on 11/28): Read Chapter 15: Ethics, Diversity, Inclusion, and Social Responsibility Employee benefits.** • **Individual Homework (Include in Journal 3 [J3] Submission): Case 15.1, page 547, questions 1-4.** • **Optional Draft Review Due: Individual Talent Manager Post-COVID Assignment.** If you want the instructor to review your draft of this assignment for comment/feedback, submit to today in Turnit-In. I will provide comments/feedback to you by the 11/28 class session that you can use to revise your assignment for final submission and grading on 12/5.
November 28	• **Class Session Topic: Chapters 14 & 15.** • **Individual Homework (Due at the start of class on 12/5): Read Chapter 16: Global Issues for HR Managers.**
December 5	• *DUE TODAY: POST YOUR JOURNAL (J-3) ON TURNIT-IN (Covering 10/31 to 11/28 class sessions).* • **Individual Talent Manager Post-COVID Assignment due in Turnit-In.** • **Late Assignments NOT accepted after December 15, 2022.** • **Class Session Topic: Chapter 16 & Presentations.**