



Georgetown University
School of Continuing Studies
Master of Professional Studies in Human Resources Management
Course Syllabus – Fall, 2014

Course: Foundations of Human Resources (MPHR-696-01)

Class Time and Location: Mondays - 5:20 p.m. – 7:50 p.m.
640 Massachusetts Avenue NW
Room

Instructor: Dr. Christopher J. Metzler

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Course Description:

This course focuses on the core competencies that are essential for effectively working in Human Resources (HR). The role of HR managers is discussed – focusing specifically on three broad areas beginning with global theories, assumptions and challenges in the broadest HR context (evolving role of HR, future challenges, measuring HR ROI), moving through various levels of organizational challenges (talent management, compensation, training and development), and ending with a focus at the micro, or individual level (for both the employee -- performance management, employee relations, and the HR professional: HR competencies, leadership and strategic roles).

Students will be provided with the basic skill-set and framework required for the more specialized and advanced concentration courses in the curriculum. Moreover, through the use of readings, lectures, group presentations and real-world case studies, students will gain a basic understanding and appreciation of concepts and issues relating to core HR areas including: workforce planning, performance management, training and development, total rewards, and employment law. Students will be expected to learn these basics while developing an awareness of the challenges facing the HR profession today.

Learning Objectives:

1. Students will learn to think critically about the role of HR and its impact on the organization.
2. Students will learn the foundations of collecting, interpreting and analyzing HR Data to present metrics that matter to leadership.
3. Students will understand how to use HR information to make critical business decisions.
4. Students will learn to develop problem-solving skills in relation to current and evolving HR scenarios.

Teaching Methodology:

- Learning strategies follow established principles of andragogy (adult learning theory), incorporating limited lectures with group discussions, case studies, and independent learning. Students are responsible for engaging in class discussions to test their understanding as well as implied assumptions about the topics presented.
- Socratic method: Students are encouraged to question norms and propose alternative viewpoints to those presented in the reading materials, both individually and within small groups.
- Case Study method: Enables the student to serve in the role of decision-maker for real-life business and management situations. The case method approach empowers students to apply the theories, concepts, and practices of managing complex organizational change initiatives. Moreover, critical thinking skills are applied as students examine the causes, consider and compare/contrast alternative courses of actions, probe underlying issues, and suggest recommendations or strategies that address the situations of the case.

Required Readings (Text – Hardcover or e-Book):

Author: Mathis **Human Resource Management 14th**

ISBN: 9781133953104 **Copyright Year:** 2014 **Publisher:** Cengage Learning

American Psychological Association.(2010) *Publication Manual of the American Psychological Association*, 6th Ed. **(\$28.95)** ISBN 1433805618

Required Readings (Web/Other):

Distance Requirement: Read Employee Benefits (chapter 13) and post answers to Blackboard. More detailed instructions in class.

Course Grading Requirements and Assignments:

Grading System - The final grade will be based on the following areas:

Written Assignment 10%

1 Group presentation 10%

Employment Law Exam 15%

Mid-Term Exam 30%

Final Exam 35%

You will also be assigned an initial paper ungraded paper. I will provide you with feedback on the paper. Failure to turn in this assignment will result in your final grade being reduced by 10%.

Grading Scale (See below for detailed grade descriptions)

Percentage	Grade
95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
70-79	C
69 and below	F

Letter Grading Descriptions:

Listed below are grades and academic standards for each grade awarded.

A = 95-100%

Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

A- = 90-94%

Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. The presentation is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89%

Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. The presentation is s well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86 %

Represents satisfactory work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82 %

Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79%

Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F = 69% and below Fails to meet minimum acceptable standards.

Course Schedule Outline			
Week:	Topic	Assignment Due	Class Lecture/Topic
Class 1: August 27, 2014	The Environment of Human Resources	<u>Reading Assignment: Bring hard copy of first assignment to class</u> Chapter One Preface)through page 33	- Introductions - Rio Tinto: Redesigning F
September 1, 2014	University holiday no class		
Class 2: September 8, 2014	Human Resources Strategy and Planning	<u>Assignment: Read “ pages 36-68</u>	- Discussion of Reading Assignments - Papers returned -Read case: Where Do you the Bodies -Paper assignment distribu
Class 3: September 15, 2014	Global Talent: a future look Guest Speaker Monica P. Hawkins	Page 143 of text Read: Read Workforce, Jobs and Jobs Analysis-Pages 111-142	-Interactive discussion - Chapter 9 : Talent Should Solutions Drive
Class 4: September 22, 2014	Employment Law/Labor Relations: (Part 1) Understanding the Legal HR Environment, including Global Labor Laws	Chapter 3 of text A link to additional readings from the EEOC website will be posted to Blackboard in advance of class	- Discussion of Reading Assignment
Class 5: September 29, 2014	Employment Law/Labor Relations: (Part II) Understanding the Legal HR Environment, including Global Labor Laws	Power Point and Lecture Read summaries posted to Blackboard Chapter 16 of text	- Discussion of Reading Assignment
Class 6: October 6, 2014	Employment Law Exam		
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<p>October 13, 2014</p>	<p>No Class</p>		
<p>Class 7: October 20, 2014</p>	<p>Individual/Organization Relations and Retention</p> <p>Total Rewards and Compensation:</p>	<p>Pages 146-177</p> <p>Pages 286-403</p>	<p>Be prepared to discuss Al Health: Page 177 of text Group one presentation Paper Due by 5 PM. Bring hard copy to class</p>
<p>October 27, 2014</p> <p>Class 8: November 3, 2014</p>	<p>MIDTERM EXAM – Entire class</p> <p>Recruiting and Labor Markets</p>	<p>Covers all material to date.</p> <p>Reading Assignment: Pages 180-215</p>	<p>Discussion of Reading Assignments Be prepared to discuss rec at Kia: Group Three: Presentation Page 215 of text</p>
<p>Class 9: November 10, 2014</p> <p>Class 10: November 17, 2014</p>	<p>Jobs and Labor</p> <p>Selecting Human Resources</p>	<p>Reading Assignment: Educating the 21st Century Workforce Article</p> <p>Reading Assignment: Pages 218-253 Variable Pay and Executive Compensation: 406-436</p>	<p>http://www.hrpolicy.com/documents/positions/123%20Educating%20%2021st%20Century%20Workforce.pdf</p> <p>Be prepared to discuss Strategic Solutions. Selecting Human Resources Review of writing assignment Discussion of Reading Assignments Group Four: Case Presentation Strategic Solution: A Review Two companies page 253</p>
<p>Class 11: November 24, 2014</p> <p>Class 12: December 1, 2014</p>	<p>Training Human Resources</p> <p>Performance Management And Appraisal</p>	<p>Reading Assignment: 258-289</p> <p>Reading Assignment: 332-362</p>	<p>Group Five: Group Presentation Case Study: 21st Century onboarding See Page 289</p> <p>Group Six: Case Study: Building Performance Through Employee Participation Page 362</p>

Class 13: December 8, 2014	Variable Pay and Executive Comp. Exam Review FINAL EXAM	Reading Assignment: 407-436	Best Buy Pays Big Bucks CEO; (Group presentation) - Final Exam entire Class Period – Location TBD
December 10-18, 2014			

Graded Assignments and Exams

Writing Assignments – There will be one-graded written assignment. The writing assignment provides an opportunity to understand, analyze and synthesize the course concepts and practices into a cumulative research paper. Details of the assignment will be explained during class.

Assignment — Paper must conform to APA style. Points will be deducted for failure to follow APA style. Papers will be evaluated using the following grading rubric.

Criteria	0 Points Unacceptable	15 Points Developing	20 Points Competent	25 Points Exemplary
Describe the evolution of the problem	No content is present, or content is not supported or substantiated	Analysis is cursory, but does not demonstrate full comprehension of HR roles and current state (i.e. does not demonstrate key terms)	Identifies most of the key points over time; gives an accurate assessment of current state of HR	Demonstrates a depth of knowledge of case study, clearly demonstrates outside research to support the analysis, and gives a thorough assessment of current state of HR
	No content is present, or content is not supported or substantiated	Analysis is cursory, demonstrating basic subject matter knowledge, but missing major elements of supporting evidence and/or theory	Thoughtful and evidence-based analysis; demonstration of subject matter mastery. Little or no use of outside resources	Demonstrates a depth of knowledge of case study, clearly demonstrates outside research to support the analysis.
	No content is present, or content is not supported or substantiated	Analysis is cursory, demonstrating basic knowledge of the Employment Model, but missing supporting evidence or proper application	Thoughtful and evidence-based analysis; demonstration of subject matter mastery. Little or no use of outside resources	Demonstrates a depth of knowledge of case study, clearly demonstrates outside research to support the analysis. Demonstrates a clear understanding of the Employment Model and supports the HD assessment with evidence-based research
Writing – representative of Master’s level, grammar, sentence structure, paragraph structure, spelling, punctuation, APA style and format	No paper submitted or paper submitted demonstrates writing below the college level; paper has numerous (15 or more) writing/APA errors	Demonstrates less than proficient academic writing; paper has 10-14 writing/APA errors	Demonstrates proficient academic writing; paper conforms to APA style; paper has 5-9 different writing/APA errors	Demonstrates scholarly academic writing and conforms to APA style; paper has less than 5 different writing/APA errors

Employment Law Exam: There will be an Employment Law Exam worth 20% of the final grade.

Midterm Exam – The Midterm exam will comprise 25% of your final grade. The exam will be short answer/essay and will cover reading assignments and discussions assigned prior to Class 8.

Final Exam – The Final exam will comprise 35% of your final grade. The exam will be comprehensive, covering all information from the entire course. The exam will be short answer/essay, and will be administered during exam week. The exam will take the entire class period.

Policies and Expectations

Class Participation – Class participation provides an opportunity for you to demonstrate your understanding of the theories, concepts, and practices and is therefore a critical component to this course. More importantly, it allows you to develop your persuasive communication and analytical skills in a learning environment where valuable feedback is provided. The readings and assignments listed on this syllabus must be completed prior to class in order to fully participate in the class discussions. At the graduate level, active and informed class participation is required and expected. I will not give points for class participation. However, failure to participate in class discussions shall result in a reduction of your final grade by 10%.

Attendance - Students are expected to be present at all meetings. Late arrival and early departure (more than 10 minutes) are not acceptable. If an emergency arises that may necessitate missing a class, please contact your professor ahead of time or as soon as possible. Failure to communicate regarding missed class may result in the deduction of up to 10 points from the student's grade. **It is the student's responsibility to discuss missed class assignments with the professor and obtain notes from a fellow student.**

Any student who misses more than two classes is subject to withdrawal from the class by Dean Metzler and a final grade of "F" in the course.

Citation System – Students must use APA Style (APA Publication Manual 6th Edition) for all papers submitted in this course. Points will be deducted for failure to follow APA style. The following links provide guidance for APA style and citations:

<http://apastyle.org/> American Psychological Association

<http://owl.english.purdue.edu/owl/section/2/10/> Purdue Online Writing Lab.

SafeAssign (Blackboard) - All writing assignments must be your original work. Students agree that by taking this course all required papers would be subject to submission to SafeAssign for text matching algorithm for detection of plagiarism. All submitted papers will be added as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers in the future.

Late Papers - Except in extremely rare circumstances and with appropriate documentation late papers are not accepted. Requests for extensions must reach me no later than a week before the paper is due. Extensions are not guaranteed and a student is not entitled to receive an extension. In case of an emergency, this rule can be waived with appropriate documentation and cause.

Exams – Exams will give you the opportunity to demonstrate your cumulative knowledge of the course topics throughout the semester. The Midterm exam will cover all material up to the midterm, and the Final Exam will be cumulative, covering the entire semester.

Incompletes - Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “I” shall be granted until the work is handed in and then the grade shall be changed accordingly.

Students with Disabilities Policy:

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; [202-687-8354](tel:202-687-8354); arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Honor System:

All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at: <http://gervaseprograms.georgetown.edu/honor/system/>

The Honor Pledge

In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system;

To live out a commitment to integrity in all my words and actions;

To be honest in every academic endeavor;

And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together;

To live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement;

To care for this venerable campus and all of those with whom I share it;

And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.