



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

Course: Strategic Human Capital Development
MPHR 719-01

Instructor: John W. Sigmon

Class Dates/Times: August 28-December 4
Thursday - 8:00-10:30

Location: C223

Office Hours: By Appointment

Contact Telephone: 202-543-5146

Email: johnsigmon@me.com (preferred method of contact)

COURSE DESCRIPTION:

This interactive course is aimed at understanding the process and practice of developing human capital. It focuses on strategic talent development within the context of talent leadership. It is anchored in business strategy and views the arena of talent management as a critical competitive advantage.

Human resource competencies have become a global competitive advantage. The pace and intensity of organizational training has increased dramatically. Human resources functions must demonstrate not only that their programs provide enhanced employee competencies and that those competencies are of strategic value to the organization.

As a company's strategies change, and the types of management competencies and profiles need to change as well, Human Resource Development is responsible for the alignment of organizational strategy and management competencies. This alignment promotes a "learning organization."

The first half of the course will focus on development and learning. The second half will focus on performance appraisal. Both areas will be integrated to reinforce a complete human capital development

framework. Lectures, a team project and learning principles will propel course learning as we explore global best practice models of development and appraisal.

Grades will be based on a midterm and final exam and individual/small group projects. Class participation can have a positive impact on your grade.

COURSE OBJECTIVES:

- To identify trends in workplace training and development
- To understand systematic training models used in the workplace
- To identify, analyze, design and integrate the major principles of training assessment, design, implementation and evaluation to a typical HR issue/problem
- To identify effective tools of performance management and apply them to real world situations

REQUIRED TEXTS:

Employee Training and Development, 6th Edition

Author: Raymond Noe

ISBN: 978 - 0078029219

The Complete Guide to Performance Appraisal

Author: Dick Grote

ISBN: 978-0-08144-2005-8

Building the Future: HR's Role in Organizational Design

Author: Steve Weingarden, Ph.D.

Case Study Published by Society for Human Resources Management

ASSIGNMENTS

Assignments listed in the syllabus are due at the beginning of class on the date listed in the syllabus, unless a change is communicated by the professor prior to the due date. Homework is expected to be submitted even if it is not mentioned in class. All assignments must be typed and emailed to: johnsigmon@me.com by 5:00 pm on the due date. I will not accept any paper after that time. Please also bring a hard copy of the paper to class with you on the due date.

During this course, students will participate in one or more individual and/or small group activities designed to reinforce the course objectives. We will be using a structured exercise in which small groups select an organization and develop an organizational design construct based on best practices. The group will present their findings as part of an in-class presentation. Class members not presenting will also play a role as either a Board of Directors or Executive Team.

Participation: For this course, you are expected to participate in various instructional and skills development assignments. You are expected to participate in and complete all assignments according to the provided schedule. Your score can be raised/lowered based on your general level of participation in the course over the semester. Higher levels of quality participation will be assessed in terms of such factors as attendance, amount and quality of contribution to classroom discussions, leadership and/or involvement in exercises and activities presented in class, and civility with others (including the instructor). Participation scores can be lowered by in-class behaviors in which the student carries on conversations or engages in actions while others (including the instructor) are talking that disrupts the concentration and focus of the instructor and/or class members. Students will not be penalized for disagreements with the instructor or others when the dispute is based on substantive (content) interpretations or on questions of grading.

GRADING

A	100-95%	Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to follow. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. Written submissions are well written and organized. Additional input is provided, relevant to the subject, from outside sources, and where applicable personal experiences integrated.
A-	94-90%	Represents high-quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis, and application. Written submissions are very well written and organized. Additional input is provided, relevant to the subject, from outside
B+	89-87%	Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. Written submissions are well written and organized. Additional input is provided, relevant to the subject, from outside sources, and where applicable
B	86-83%	Represents satisfactory work. Shows adequate level of thinking and analysis. Standard presentation, organization, and appropriateness of application are adequate. Some level of additional input is provided.
B-	82-80%	Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete. Assignments not very well written. Indicates minimal
C	79-70%	Work is clearly unsatisfactory. Assignments poorly written and presented, shows poor
F	69% and below	Fails to meet minimum acceptable standards.

GRADE DISTRIBUTION

Mid Term Exam	30%
Individual/Small Group Work	40% (20% Individual; 20%Group)
Final Exam	30%

CLASSROOM DISCUSSION AND ASSIGNMENTS SCHEDULE

Class/Week (Thursdays)	Topic and Class Discussion	Assignment Due
1: Aug 28	Overview of Course; Discussion of Assignments Introduction to Employee Training and Development/ Strategic Training	Noe: Chapter 1 & 2 Be prepared to discuss chapters
2: Sep 4	Needs Assessment	Noe: Chapter 3 Assignment: Ch. 1, Ques. #6 and Ch. 2, Ques # 2
3: Sep 11	Learning: Theories and Program Design	Noe: Chapter 4 Building the Future-pp. 1-17
4: Sep 18	Transfer of Training	Noe: Chapter 5 Introduction to Structured Exercise/Team Assignments
5: Sep 25	Training Evaluation Traditional Training Methods	Noe: Chapter 6 & 7 Presentation by Teams of Organizational client selection
6: Oct 2	Mid-term	Mid-term
7: Oct 9	E-Learning and Use of Technology in Training	Noe: Chapter 8 Structured group work in class- design model discussion
8: Oct 16	Employee Development	Noe: Chapters 9 Grote: Chapter 13 Submit draft organizational design recommendation
9: Oct 23	Individual presentations	Group Presentations
10: Oct 30	Performance Management	Grote Ch. TBA
11. Nov 6	Performance Management	Grote Ch. TBA

12. Nov 13	Career and Career Management	Noe: Chapters 11
13. Nov 20	Group Presentations	Group Presentations
14. Nov 27	Holiday	Holiday
15. Dec 4	Semester Review	Semester Review
Final Exam Date - TBD	Final Exam Date - TBD	Final Exam Date - TBD

Attendance

Students are expected to attend all meetings of this course. I do understand that from time to time, family, personal and work emergencies may arise. In those circumstances, please contact me immediately. A student who misses more than two classes is subject to withdrawal from the class and a final grade of “F” in the course.

Late arrival and early departure (more than 15 minutes) are not acceptable. If an emergency arises that may necessitate missing a class, please contact me ahead of time or as soon as possible. Additional class assignments may be required when you miss a class.

If an assignment is due on a day that you miss class, I expect that you will turn in the assignment on time. It is your responsibility to obtain missed class work. Please work with your classmates to find what you’ve missed.

Late Project or Papers

Except in rare circumstances, late papers are not accepted. In case of an emergency, this rule can be waived with appropriate documentation and cause. Requests for extensions must reach me no later than a week before the paper/assignment is due.

Incomplete

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is submitted and, then, the grade shall be changed accordingly. In no case shall work submitted after the announced date (date will be announced in class) be granted an incomplete. The work shall be delivered no later than 4 p.m. on that day. Failure to adhere to this rule will result in an F.

Social Contract

Please silence cell phones and other electronic devices during class. Class will begin on time and end on time. Please be respectful of classmates. Please do not surf the internet during class.

Citation System

Students must use APA style in all papers submitted in the course. A student will lose substantial points if they do not follow APA style. If you need assistance with APA format, you can attend the MPS APA class and or visit OWL at Purdue University.

[http://owl.english.purdue.edu/owl/section/2/10/.](http://owl.english.purdue.edu/owl/section/2/10/)

Academic Honesty

It is expected that all materials submitted as part of any class exercise and/or course requirement, in and out of class, is the actual work of the student whose name appears on the material. In addition, no

assistance is to be obtained from commercial organizations that sell or lease research help or written papers.

Students agree that by taking this course all required papers may be subject to submission for Textual Similarity Review to Turnitin.com for detection of plagiarism. All submitted papers will be added as source documents in the Turnitin.com database solely for purpose of detecting plagiarism of such papers in the future. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Final Exam

A final exam will be administered in order to test understanding of concepts/theories discussed in class (lecture) and derived from assigned readings (both case studies, textbook and articles). It will be a writing assignment. Laptop computers are permitted; however, you must have the ability to immediately email assessments (you must have Wi-Fi ability, there will be no printing). You cannot access the internet during this time (I will proctor these examinations). You may also bring pen and paper if you wish to write the answers to the assessments.

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 (ARC) listing the exact accommodations needed.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office 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 professor. You are personally responsible for completing the 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 <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 differences 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.

WAIVER

The contents of this syllabus are subject to change at the discretion of the professor. Any changes will be made known to the class at the earliest possible date.