# "WBUlogo"

**Virtual Campus**

**School of Business**

# 1. UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.

# 2. COURSE NUMBER & NAME:

MGMT 5344-VC01, Career Development and Management

# **3. TERM**:

# Fall, 2018

# **4. INSTRUCTOR**:

# Dr. Ernie Rahn

# **5. CONTACT INFORMATION**:

Office/Cell phone: (912) 655-5036

WBU Email: Ernest.Rahn@wayland.wbu.edu

# **6. OFFICE HOURS, BUILDING & LOCATION**:

“e”Office Hours: Mon - Fri 8:00 AM - 5:00 PM

# **7. COURSE MEETING TIME & LOCATION**:

On-line through Wayland Baptist University Virtual Campus BlackBoard

# **8. CATALOG DESCRIPTION**:

Organizational needs and individual career needs. Development of systems for managing careers; organizational development through effective job analysis and design, performance management, rewards, training and development; measurement of results; implications of globalization and sustainability.

# 9. PREREQUISITE: MGMT 5309

# **10. REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BOOK** | **AUTHOR** | **ED** | **YEAR** | **PUBLISHER** | **ISBN#** | **UPDATED** |
| Human Resource Development-no bookMindTap + Access Card  | Werner  | 7th | 2017 | Cengage Learning  | 9781-30557-6667 | 2/29/16 |

Wayland Baptist University has partnered with RedShelf to bring Inclusive Access, which is a digital copy of the required textbook available on Blackboard day one of class. The prices are very competitive with the market and in most cases below the standard cost. The price of the textbook will be billed to your student account. To check the price of the textbook please locate your required course material at <https://bookstore.wbu.edu>. Once you access the textbook, it will ask you if you would like to opt-out. If you choose NOT to use this version, you MUST opt-out or you will be charged and refunds are not available.

# 11. OPTIONAL MATERIALS:

*Publication manual of the American Psychological Association* (APA) (6th ed.) Washington, DC: American Psychological Association.

# **12. COURSE OUTCOMES AND COMPETENCIES**:

* Define human resource management, describe the components of organizational culture, discuss psychological contact formed by members of an organization, and explain the functions of the Success System Model.
* Formulate a written explanation of how equal employment practices are tied to everyday workplace conduct, identify and discuss current workplace legislation and how it affects today’s leaders, and define the concept of dispute resolution.
* Conduct a job analysis and provide a written plan for implementation of the results.
* Outline steps in developing a recruiting program in an organization.
* Describe and explain the major employee testing techniques.
* Describe through role-play the process and skills involved in an effective performance appraisal review.
* Identify and describe the major types of training methods and techniques utilized in the workplace today.
* Describe the stages in the career process.
* Describe the relationship of compensation to goals of employee satisfaction and productivity.
* Explain the major types of benefits programs available.
* Explain the major types of incentive programs available.

# 13. ATTENDANCE REQUIREMENTS: Online participation outlined below:

# Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the Census Date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. The Census Date for fall term is September 4, 2016. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy (online WBU Academic Catalog, 2018-2019).

# **14. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY**:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

# **15. DISABILITY STATEMENT**:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# **16. COURSE REQUIREMENTS and GRADING CRITERIA**:

**It is expected that the graduate student will spend approximately two hours of study time for each class hour. Course work submitted late will have the grade reduced by 1.5% for each day the assignment is late. See the list below for a breakout of course requirements with grading criteria.**

**WBU Grading Policy:** “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

**Discussion Board**:During Weeks 1, 3, 5, 7, and 9, a discussion board prompt will be posted within Discussion Board. Students will respond to the discussion board prompt during the associated week (i.e., Week 1 discussion due by the end of week 1). Additionally, each student will respond to a minimum of two other class member’s response posting as well as questions posted to their initial responses before the end of the following week (i.e., responses to week 1 discussions must be complete before the end of week 2). The quality of students’ responses within these weekly discussion board sessions will be assessed. The general rubric below will be used to assess weekly responses. **Discussion Board represents 50% of the total grade**.

|  |  |
| --- | --- |
| **Discussion Board Response Assessment Criteria** | **Points** |
| ***Excellent discussion and peer interactions*:** The student provided a scholarly response that contained critical analysis and thinking, clear connection to topic, cited creditable sources, and used proper English conventions. Response to peer showed critical analysis and thinking, contained a respectful dialoque, and contributed to peer’s view or position on the weekly topic. | **100 - 93** |
| ***Proficient discussion and peer interactions*:** The student provided a response that contained some critical analysis and thinking; connectioned to topic; some citation were used from creditable sources and other places within the response citations were missing where required, or sources cited were NOT creditable; and response contaned few English convention errors. Response to peer showed some critical analysis and thinking, contained a respectful dialoque, and contributed to peer’s view or position on the weekly topic. | **92-86** |
| ***Adequate discussion and peer interactions*:** The student provided a response that contained little critical analysis and thinking; connectioned to topic; some citation used were NOT from creditable sources, and other places within the response citations were missing where required; and response contained several English convention errors. Response to peer showed no critical analysis and thinking, and/or lacked a respectful dialoque, and/or provided some contribution to peer’s view or position on the weekly topic. | **85-80** |
| ***Inadequate discussion and peer interactions*:** The student provided a weekly response within discussion board. The response lack critical analysis and thinking, and/or lacked a connection to the topic, and/or no citations were used to support claims, and/or response contained too many English convention errors. However, the student did provie an adequate response to a peer’s discussion board posting. The response was respectful and/or provided some contribution to the peer’s view or position on the weekly topic. | **79-20** |
| ***No dsicussion, only peer interactions*:** The student failed to provide a weekly response within discussion board. Also, the student did not provide an adequate response to a peer’s discussion board posting. The peer response did not show critical analysis and thinking, and/or lacked a respectful dialoque, and/or provided some contribution to peer’s view or position on the weekly topic. | **20 – 1** |

**Term Project: Human Resource Development Training Program**: Each student will plan, design, present (virtually), and evaluate a 30-minute training program. Project topics will be submitted via the Discussion Board by Week 2, the Project Plan (5% of course grade) is due by the end of Week 3, and the Program Presentation (5% of course grade) and Final Report (20% of course grade) are due by the end of Week 10. **The HRD Training Program Project represents 30% of the total course grade.**

**Final Exam**: Beginning with Week 11, students will have access to the Final Exam. The purpose of this assessment is to determine the students’ application proficiency and understanding of Career Development and Management. The exam will consist of a number of essay questions. In as such, answers should be completed as full sentences with proper spelling and grammar. The exam is timed (2.5 hours), but will not auto-submit. Penalties for exceeding the time limit will be evaluated on a case-by-case analysis. You will not be able to leave the exam (close the browser) and return. **The Final Exam represents 20% of the total course grade**.

**Means for Assessing Outcome Competencies**:

Procedures Used to Compute Final Course Grade:

|  |  |
| --- | --- |
| **Evaluated Area** | **Percentage** |
| 1. Discussion Board Posts and Peer Feedback | **50%** |
| 2. Term Project: HRD Training Program | **30%** |
| 3. Final Exam | **20%** |

Grading Criteria:Letter grades from "A" to "F" will be issued to student based on individual work. The grading criteria are listed below:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Points** | **Percentage** |
| **A** | 100.0 to 89.5 points  | 100% to 90% |
| **B** | 89.4 to 79.5 points | 89% to 80% |
| **C** | 79.4 to 69.5 points | 79% to 70% |
| **D** | 69.4 to 59.5points | 69% to 60% |
| **F** | 59.4 points or below | 59% and below |
| **I** |  | Incomplete: See important grading information below |

Letter Grade Criteria Defined:

|  |  |
| --- | --- |
| **Grade** | **Definition** |
| **A** | At this level, the adult learner demonstrates insightful mastery of the course subject material and has achieved exceptional quality in precise understanding, and use of interdisciplinary courses and course key terms and theories in both written and oral communications format. |
| **B** | At this grade level, the adult learner exhibits professional competency and proper use of interdisciplinary courses and course subject material and demonstrates the skills to effectively use the key terms and theories of the course in both written and oral communications format.  |
| **C** | At this grade level, the adult learner achieves a general understanding of the course subject material and demonstrates an adequate competency in the correct use of key terms and theories in both written and oral communications format. |
| **D** | At this grade level, the adult learner achieves a vague and minimally adequate understanding of the course subject material and demonstrates a marginal competency in the correct use of key terms and theories in both written and oral communications format. |
| **F** | At this grade level, the adult learner is unable to present a general understanding of the course subject material and demonstrates an inadequate competency in the correct use of key terms and theories in both written and oral communications format. |

# 17. TENTATIVE SCHEDULE:

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| --- | --- | --- |
| **Week** | **Dates** | **Topic/Activities/Discussions** |
| 1 | 20 Aug 2018to26 Aug 2018 | Send instructor an email from your WBU email accountRead Werner & DeSimone, Chapter 1Review PPT in Week 1 Content folderDiscussion Board: Student Introductions Discussion 1: Human Resource Development |
| 2 | 27 Aug 2018to2 Sept 2018 | Read Werner & DeSimone, Chapter 2 and Chapter 3Review PPTs in Week 2 Content folderComplete Peer Responses to Discussion 1Discussion Board: Submit HRD Training Topic |
| 3 | 3 Sept 2018to9 Sept 2018 | Read Werner & DeSimone, Chapter 4 and Chapter 5Review PPTs in Week 3 Content folderDiscussion 2: Assessing HRD NeedsSubmit HRD Training Project Plan |
| 4 | 10 Sept 2018to16 Sept 2018 | Read Werner & DeSimone, Chapter 6 and Chapter 7Review PPTs in Week 4 Content folderComplete Peer Responses to Discussion 2 |
| 5 | 17 Sept 2018to23 Sept 2018 | Read Werner & DeSimone, Chapter 8Review PPT in Week 5 Content folderDiscussion 3: New Employee Socialization and Orientation |
| 6 | 24 Sept 2018to30 Sept 2018 | Read Werner & DeSimone, Chapter 9 and Chapter 10Review PPTs in Week 6 Content folderComplete Peer Responses to Discussion 3 |
| 7 | 1 Oct 2018to7 Oct 2018 | Read Werner & DeSimone, Chapter 11 and Chapter 12Review PPTs in Week 7 Content folderDiscussion 4: Employee Counseling |
| 8 | 8 Oct 2018to14 Oct 2018 | Read Werner & DeSimone, Chapter 13 and Chapter 14Review PPTs in Week 8 Content folderComplete Peer Responses to Discussion 4 |
| 9 | 15 Oct 2018to21 Oct 2018 | Read Werner & DeSimone, Chapter 15Review PPTs in Week 9 Content folderDiscussion 5: Workplace Diversity |
| 10 | 22 Oct 2018to28 Oct 2018 | Complete Peer Responses to Discussion 5Submit HRD Training Project PresentationSubmit HRD Training Project Final Report |
| 11 | 29 Oct 2018to3 Nov 2018 | Complete Final Exam via BlackBoard |

**Note:** Changes in the Syllabus: Although this course is expected to follow the syllabus as written, the instructor reserves the right to adjust the syllabus. The instructor will inform the students of all major changes in a reasonable and timely manner.

# 18. ADDITIONAL INFORMATION

**Student Responsibilities**: Students are responsible for reading, understanding, and obeying all academic policies appearing in the Wayland Baptist University *Academic Catalog* applicable to their curriculum and/or program of study.

**Division of Business Goals**: The division of business is committed to producing graduates who have the knowledge and skills to excel in business and its various sub disciplines. We are also committed to instruction in business disciplines invested with the values of Christianity.

**Assignment Submission**: All assignments will have due dates and late penalties. Failure to submit assignments on time will result in the reduction of your grade by 10 points per 24-hour period following the due date.

**Information /Notification**: Any directives concerning class will be sent to your Wayland email account. It is imperative that you check the course blackboard information throughout the semester.

**Additional Course Requirements**: Readings: Assigned readings are to be completed prior to the class session for which they are assigned. Assignments due are submitted via Blackboard, and must be submitted before the next class meeting.

**Classroom Courtesy:** Exhibit courtesy to everyone in your class by being on time and staying for the entire class time. Turn cell phones off and do not use them during class. Limit classroom discussions to course content.

**Format of Course Deliverables:** All course assignments must be submitted before the last class meeting. Assignments must be constructed in Times New Roman, 12 pt. font, double spaced, and submitted following APA guidelines using Microsoft Word (Presentations in Microsoft PowerPoint).