

Course Syllabus

Course: SBNM 5060; Talent Development & Retention

Academic Year: 2013/14 **Semester/Quad:** Fall / Quad A

Credit Hours: 2 **Prerequisites:** None

Instructor: Kurt Peterson, Adjunct Professor

Phone: 773-244-6270 (SBNM Administrative Offices)

Email: kpeterson1@northpark.edu (preferred method of contact)

Availability:

I am most accessible via email. You may also post general course questions within the Moodle course shell to be answered by fellow classmates or myself. I am available to meet in person at the SBNM Administrative Office if you schedule a meeting date and time in advance. In the event of an urgent personal emergency, please contact the SBNM Administrative Office and send me an email. In the event that an unexpected/emergency situation arises that dictates a change to the course schedule or assignment specifications, I will email students and an announcement will be posted within the Moodle course shell.

I will be most active within the course shell on Tuesdays and Fridays, however, I routinely check-in most days during any given week.

Course Description:

Competence – and its role in achieving peak performance – remains one of the hot issues in business today. No organization can expect to be competitive or sustainable unless it has the best human capital and promotes people to pivotal positions. Yet it is not enough for individual leaders, managers, and employees to demonstrate personal competencies. Rather, an entire organization must be unified to create a culture of competence from a whole systems perspective. This course is based on a competence paradigm as detailed in the “Talent Management Handbook.” This model reveals how to connect organizational excellence to people management by identifying, keeping, developing, and promoting – in a systematic way – an organization’s best people.

The role of human resources will be seen as central to the building of a high-performance organization. Students who successfully complete this course will have an understanding that an organization's competence is based on the inter-relatedness of talent planning, recruiting, training, developing, coaching, and retaining valuable human capital.

Course Materials:

Berger, L.A., & Berger, D.R. (2011). *Talent management handbook: Creating a sustainable competitive advantage by selecting, developing, and promoting the best people*. Second Edition. McGraw-Hill Higher Education. [ISBN 9780071739559]

[Be sure to purchase the SECOND EDITION of this text; the content has shifted significantly from the First Edition.]

Smart, Bradford D. (2005). *Topgrading: How leading companies win by hiring, coaching and keeping the best people*. Prentice Hall Press. [ISBN: 1-59184-081-3]

Groysberg, B., Balog, S., and Haimson, J. *Recruitment of a star*. Harvard Business School Case 407-036, March 2007. ** An electronic link to the case will be provided on Moodle. Please note that your student account will be charged a \$10 fee for access to the case study. **

Journal articles as assigned.

Course Methodology:

I view my role as a co-learner and class facilitator. While I will steer the trajectory of the course to various discussion topics and create a particular type of learning environment, I ultimately believe that the outcome of our learning is dependent upon our dialogue with each other, with the authors of the assigned readings, and through active engagement with the varying elements of the course. I desire that we think critically together and that our learning be practical and relevant. One of the great benefits of graduate-level study is learning in community from your classmates; as the course instructor/facilitator I will provide ample room for you to learn from each other and strive not to dominate or "over-facilitate" the discussion forums.

Because this course is being taught in an intensive (7-weeks) and online format, the learning process will be heavily dependent upon the student's willingness to become involved in the process of active learning. It is very important for students to keep up with the reading assignments and online discussion forums. Indeed, it is not possible to successfully complete this course without a good understanding of the assigned readings and active participation in the discussion forums.

Learning Objectives

At the end of this course, you will be given an opportunity to evaluate your learning via reflection on the following broad objectives (IDEA Evaluations):

1. Learning fundamental principles, generalizations, or theories.

2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Gaining factual knowledge (terminology, classifications, methods, trends).

Overall Course Objectives

1. Explore the typical components of any effective talent management system in an organization.
2. Consider various strategic human resource management principles and theories as they support talent management and retention efforts.
3. Investigate the crucial role that leadership plays in an effective talent management system.
4. Evaluate the merits and demerits of the Topgrading concept.

Week-by-Week Topics & Objectives

Week One: Introduction to Talent Management & Workforce Differentiation

1. Evaluate your own organization's talent management system.
2. Recognize the role effective leadership plays in any successful talent management system.
3. Consider a talent strategy that embraces workforce differentiation/valuation as a principle.
4. Explore one specific talent management system (Topgrading) and evaluate its merits and demerits.

Week Two: Competency Assessment & Performance Appraisal

1. Recognize the importance of competency models - available models, guidelines, and their economic value to organizations.
2. Formulate a preliminary competency model for your current position identifying key responsibilities and competency attributes.
3. Compare various approaches for evaluating performance and select an approach most suitable for evaluating your position.
4. Evaluate the role of leadership in the employee value exchange.
5. Discuss the theoretical perspective behind managing talent via a differentiated approach.

Week Three: Succession & Career Planning

1. Explain some strategic benefits of and various approaches for evaluating an employee's leadership potential.
2. Discuss the various components of an effective succession plan.
3. Demonstrate how an effective career development program supports both retention and succession planning efforts.
4. Explore one specific talent management system (Topgrading) and evaluate its merits and demerits.

Week Four: Coaching, Training & Development

1. Propose methods to optimize training and development needs of employees.

2. Discuss the significance of coaching as it relates to employee development and retention.
3. Explore one specific talent management system (Topgrading) and evaluate its merits and demerits.

Week Five: Driving Cultures of Success

1. Explore opportunities to reward top talent via long-term incentives and engagement.
2. Analyze the role of leadership in a talent management system to drive culture and create competitive advantage.
3. Investigate opportunities for driving competitive advantage through cultural dexterity.
4. Explore one specific talent management system (Topgrading) and evaluate its merits and demerits.

Week Six: Talent Strategy & Staffing

1. Propose specific staffing strategies to effectively select and hire talent.
2. Consider how an effective talent management system should support the mission, vision, culture, and strategic direction of an organization.
3. Develop a thoughtful interview script that measures required position competencies.

Week Seven: Human Capital Allocation & Development

1. Consider how an effective talent management system assesses employee/candidate strengths and weaknesses and uses the information for competitive advantage.
2. Critique one specific talent management system (Topgrading) and evaluate its merits and demerits.

Computer/Technical Skills Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements. Students should also have a general working knowledge of computers, the Internet and software applications (e.g. MS Office).

Schedule of Weekly Assignments:

Week	Topics	Reading & Assignment(s)
1	Introduction to Talent Management & Workforce Differentiation	<p><u>Reading:</u> Topgrading: Chapters 1, 2 & 3 Handbook: Chapter 1 Article: "Using work valuation to identify and protect the talent pool"</p> <p><u>Assignments:</u> Video: Harvard Publishing Interview Forum 1.1 Topgrading Journal</p>
2	Competency Assessment & Performance Management	<p><u>Reading:</u> Handbook: Chapters 2-10 Article: "Focus performance management on contributions"</p> <p><u>Assignments:</u> Assignment #1 (Competency Model & Performance Management) – Due Week Four Forum 2.1</p>
3	Succession & Career Planning	<p><u>Reading:</u> Topgrading: Chapters 4, 5 & 6 Handbook: Chapters 11-15 Article: "Build tomorrow's leaders today"</p> <p><u>Assignments:</u> Forum 3.1 Topgrading Journal Assignment #1 (Continued) – Due Week Four</p>

Week	Topics	Reading & Assignment(s)
4	Coaching, Training, and Development	<p><u>Reading:</u> Topgrading: Chapters 7, 9 & 10 Handbook: Chapters 18–25</p> <p><u>Assignments:</u> HR Tools: Coaching & Performance Improvement (Review slides) Forum 4.1 Topgrading Journal Assignment #1 (Finish) – Due by Saturday midnight Mid–Term Feedback (Optional)</p>
5	Driving Cultures of Success	<p><u>Reading:</u> Topgrading: Chapters 11 & 12 Handbook: Chapters 26–31, 35&36, 40&41 Article: “Perception gaps impede working women” Case Study: “Recruitment of a star”</p> <p><u>Assignments:</u> Assignment #2 (Recruitment of a Star Case) – Due Week Seven Forum 5.1 Topgrading Journal</p>
6	Talent Strategy & Staffing	<p><u>Reading:</u> Topgrading: None Handbook: Chapters 42–48 Article: “What it takes to make ‘star’ hires payoff”</p> <p><u>Assignments:</u> Forum 6.1 Assignment #2 (Continued) – Due Week Seven</p>

Week	Topics	Reading & Assignment(s)
7	Human Capital Allocation & Development	<p><u>Reading:</u> Topgrading: Chapter 8 & Epilogue Article: "The human resource architecture: Toward a theory of human capital allocation and development"</p> <p><u>Assignments:</u> Forum 7.1 Topgrading Critical Review Assignment #2 (Finish) – Due by Saturday midnight (also submit Peer Evaluations to Prof)</p>

Grading:

Moodle Forums & Topgrading Journal	50%
Assignment #1 (Individual)	25%
Assignment #2 (Group)	25%*
(*80% Group Grade / 20% Peer Evaluation Grade)	

Grade Mapping:

The following grading scale will be utilized when calculating the final course grade: 90-100% = A/A-; 80-89% = B+/B/B-; 70-79 = C+/C/C-; Below 70 = F

Assignment Grading Policies:

I will only accept late work for the Moodle Forums and Topgrading Journal, but know that your grade will be reduced per the posted grading rubric. As a matter of professional integrity, I do not accept late submissions of any other assignments. Assignments will be considered late if they are submitted past the date and time noted (all due dates/times are based on Central Time (CT)). This policy will be strictly enforced.

I encourage you to complete assignments ahead of the due date so that sudden and/or unforeseen circumstances do not preclude you from completing and/or submitting assignments on time. If a personal situation arises that prevents you from completing work on time, please contact me via email or phone. I will consider such personal situations on a case-by-case basis.

Statement of Complaint (Group Work):

Group projects expect and require the active engagement of all group members. I encourage you to briefly discuss group roles and expectations with your group members at the start of the course so as to proactively avoid any misunderstandings during subsequent weeks. If a situation arises where a member of your group fails to meet important deadlines or otherwise underperforms in a significant manner, your group may submit a statement of complaint to the course instructor. The statement will be shared with the underperforming member for comment and a grade penalty

may be assessed to the underperforming member. Regardless of the outcome, all members of the group will be awarded a grade based on the quality of the work submitted.

Student Responsibilities:

1. Students are expected to log in a minimum of 3-4 times per week (at any time during the week) and to fully engage in the forums and related activities. Students cannot successfully complete this course without completing the weekly readings, forums, and assignments.
2. Students are expected to use good “netiquette” (see *Netiquette Expectations* in the Course Information folder on Moodle). While I am available for a telephone appointment, I strongly recommend that all issues, questions, and problems be dealt with online (unless they are of a personal matter) as a matter of good netiquette.
3. Students are expected to spend approximately 10-12 hours per week on course responsibilities (e.g. reading, assignment completion, forums, etc.). Students are expected to read all peer and instructor posts in a timely fashion (e.g. during the assigned week). Note that that 10-12 hour expectation is only a guide and the time investment varies based on student ability and how students elect to complete course assignments.
4. Students are expected to adhere to the course schedule and post to the forums accordingly. The most predictable problem in an online course occurs when students are late in posting their initial and/or secondary forum responses and/or when submitting assignments. This is often the result of illness, business trips, overload, and/or computer glitches. Be aware that the learning of your peers is disrupted by your lateness!
5. Students are expected to fully contribute to group assignments. Group work, especially in a distributed/online environment, requires good communication and expects that each individual will “carry their fair share” of the collective workload.
6. Students are expected to read the syllabus in its entirety; they are responsible for its content.

Instructor Responsibilities:

1. The course instructor will design the course and learning modules in such a way that students have every opportunity to achieve the stated learning objectives.
2. While the course instructor will not lead the online forum discussions, he will provide an initial discussion topic/question/exercise and provide reactions to student posts in order to clarify important ideas and concepts and/or to re-direct the dialogue. More often than not, however, students will be expected to engage in a robust discussion about the learning materials with limited guidance from the instructor.
3. The course instructor will provide information on relevant resources via the assigned reading and/or for various topics of student interest as expressed.
4. The course instructor will read and critically assess students’ forum posts and written assignments and provide feedback within an appropriate timeframe (typically 7-14 days).
5. The course instructor will respond to all student e-mails within 24-48 hours of receipt.
6. The course instructor will respond to all student phone calls within 24-48 hours.

7. The course instructor will evaluate student progress in the class and post grades to the Moodle Grades section and provide a final evaluation for each student.

ASSIGNMENT SPECIFICATIONS

I. Weekly Discussion Forums

Each week of this course will start on Monday and finish on Saturday. I strongly recommend that you complete the assigned reading for each week as early as possible (by no later than Tuesday evening), so that you have adequate time to reflect and write a meaningful and substantive post to the discussion forum. Your initial substantive post to the forum should be posted no later than midnight (CT) on Wednesday evening. Your secondary posts, in dialogue with the initial posting of another student, must be made no later than midnight (CT) on Saturday evening. Tertiary posts, your responses to questions directed to you, are due by no later than the following Monday at midnight.

The weekly discussion forums are a key component of an online course. Discussion forums have been created to stimulate discussion on the assigned reading and to provide a forum for interacting with your peers and the course instructor. The forums provide students the opportunity to demonstrate what they have learned and how course concepts are applicable to their professional and personal lives. Your posts should demonstrate a complex understanding of the course concepts by integrating perspectives gained from the assigned reading and by making appropriate connections, synthesizing material, and analyzing varying perspectives. As such, the discussion forums should not be construed as a social meeting place but rather as an academic meeting place where ideas are offered, connections are made, and critiques are presented.

Even though I will not be responding to each and every post, rest assured that I will be reading your posts and making posts on a regular basis. I will jump into discussions when I feel that an important point needs to be emphasized, if the discussion needs to be redirected, and/or to comment on posted content. More often than not, however, I will rely upon you to share important observations and to engage in learning from each other. I expect in this regard that you will take active responsibility for your own learning throughout this course.

Initial Substantive Posts ** Due weekly by midnight CT on Wednesday evening **

For **each** of the discussion forums, you are expected to post **one meaningful and substantive initial post** of approximately 500 words in response to the forum prompt. **Please keep this word range in mind; be succinct yet thorough!**

Your initial substantive post should: be responsive to the question(s) posed; incorporate ideas from the reading and/or other applicable sources; demonstrate a complex and comprehensive understanding of the week's topic(s). The initial substantive post should be crafted carefully to succinctly express your thoughts. Please do not cite long passages from the reading and/or other

sources. If you want to interact with a specific section of the reading, direct our attention to the passage by an author and page number reference (e.g. Gomez-Mejia, 55). Please write and submit your initial substantive post before reading other peer posts to help ensure originality of thought.

Secondary Posts ** Due weekly by midnight CT on Saturday evening **

After Wednesday evening of each week, you are expected to read all initial substantive posts of your peers. You are then expected to **interact with at least two peer posts** in each of the forums by posting a thoughtful response, comment, and/or question **in response to the initial substantive post made by another student**. Simply stating "I agree/disagree" or "good perspectives" is not considered a thoughtful response. Your responses to peer posts must further the conversation, challenge peer assumptions, and/or in some manner contribute to the discussion by adding new or related information in a meaningful fashion. You are welcome to respond to more than two peer posts if you choose, but please ensure that all secondary responses are thoughtful and of high quality as described above. I do not give "extra credit" for additional posts.

Tertiary Posts ** Due weekly by midnight CT on the following Monday evening **

Tertiary posts are your responses to peer questions about one of your posts. These could be questions about your initial substantive post or one of your secondary posts. It is expected that you will **respond to all peer questions about your initial and/or secondary posts** in a timely fashion so as to maintain a robust and meaningful dialogue. Make sure that your tertiary responses are thorough and that they address the question(s) being asked; if you disagree with a peer's line of questioning, that is fine as long as you appropriately support your position.

II. Topgrading Journal

Throughout the course we will be reading the *Topgrading* text alongside the *Talent Management Handbook* and considering its merits and demerits as a comprehensive talent management system. In select weeks you will be asked to record your thoughts and perspectives by making a minimum of two entries to the class journal. Collectively, all of our entries will form a journal of our thoughts, both positive and negative, as we are learning about the Topgrading concept. It will also provide an opportunity for us to dialogue with each other about this text along with our learning from the *Handbook*.

Use the 'Add New Entry' button to post a new entry; keep journal entries separate from each other so that our discussion can stay focused (in other words, please click on Add New Entry two separate times each week to add your required posts). You are expected to make a **minimum of two journal entries** during each assigned week, although you can make more if you choose. Label each entry as either a merit (positive) or demerit (negative); you could have two merits, two demerits, or one of each. The label represents your perspective, as such it is a matter of personal opinion based on your perceptions of the reading and professional experience in the

marketplace. For each entry, quote a key statement/principle/philosophy from the text or paraphrase a concept and then provide a brief 2-4 sentence commentary indicating why you feel the concept is a merit or demerit.

Entry Example:

MERIT: "It's so costly and disruptive to hire four people, fire three, and get an A, I won't bother trying to get all A players.' Topgrading companies hire 90 percent As, and expect all managers to be As. That's a real advantage in a competitive business world." (p.4).

Perhaps the most critical element of any talent management system is commitment from leadership. When managers are expected to be at the top of their game, they inspire followers to rise to the same level. Senior managers set the tone and provide a model for lower level managers and all employees to exemplify. When management has a different standard (or lower standards seem to be acceptable), the whole organization suffers and any competitive business advantage from its human capital is lost.

After posting, read the entries made by other classmates and comment as you wish by clicking on the 'Author Discussion' link at the bottom of each entry and then entering your comment directly in the field provided. Respond to a minimum of two peer entries. Engage in dialogue with each other by answering any questions asked and/or by commenting on peer posts.

The initial substantive posts (your two journal entries) are due by Wednesday midnight; secondary posts are due by Saturday midnight (your comments about a peer's entry); tertiary posts are due by next week Monday midnight (responses to any peer questions directed to you).

III. Assignment #1: Competency Model & Performance Appraisal Method [Individual Assignment]

Instructions

You will have three weeks to work on this assignment; it is involved, as such, give yourself plenty of time to work on your report.

Develop a preliminary competency model and select an appropriate performance evaluation method for your current position (if you are currently unemployed, please use your most recent position). I am asking for a preliminary competency model as a complete model would require a substantial amount of data collection and statistical analysis (do not interrupt 'preliminary,' however, as only minimally developed). You should submit a detailed competency model less the statistical analysis.

The report for your competency model and performance appraisal method for your position should include the following components (please label each section accordingly):

Section A:

Provide a description of your organization; its mission, vision, and significant work areas. Comment on your organization's talent management creed, talent strategy, and talent management system (use the definitions in Chapter 1 of the Handbook to frame this section). Regardless of whether these are formal or informal, good or bad, every organization has a creed, strategy and management system.

Section B:

Provide an overview of the organizational structure; leadership functions; hierarchy; and where your position falls.

Section C:

Provide a detailed description of your job duties and key responsibilities.

Section D:

Develop and define a list of at least 10 core competencies needed for your current position (see table on pages 7&8 in the Handbook for an example; use the same table format). Write competency definitions/attributes as they would be stated on an external document for each competency selected; be sure to provide sufficient depth so that competencies could be measured. [Do not feel limited to only those competencies displayed on pages 7&8; there are, of course, many others. You may find a review of pages 27&28 helpful as you are identifying core competencies specific to your position.]

Section E:

Write a 2-3 sentence description highlighting the value/importance of each of the following business factors specific to your organization: Strategy, Vision, Mission, Values, Executive Success (leadership ability), Learning Agility, EQ (emotional quotient; interpersonal skills). These are the same factors that you will be using for the Competency Mapping Matrix in Section F below. The goal here is to provide some perspective on each factor specific to the culture and expectations of your organization.

Section F:

Develop a corresponding competency mapping matrix (see example in Figure 3-2 on pages 27&28 in the Handbook for an example; use the same table format) displaying how your core competencies align with your organization's business factors (i.e. strategy, vision, mission, values, etc.). Use the same set of core competencies selected in Section D above for the mapping matrix. Use a 1 or 0 to indicate whether the competency is or isn't correlated with a particular business factor and then sum the totals for each. In the last column, provide a rating of 'Hardest,' 'Harder,' 'Moderate,' 'Easier,' or 'Easiest' to indicate the difficulty of developing each competency; use your best professional judgment in assigning ratings (it is a somewhat subjective exercise).

Section G:

Lastly, select and discuss what you deem to be the best performance appraisal method for your position. Use Chapter 9 of the Handbook as your guide. At minimum, you must: a) select a system type (i.e. trait-based, behavior-based, knowledge or skill-based, or result-based) and explain your rationale for using the method selected, b) specify your choice of appraiser and explain your rationale for the selection(s), c) identify a list of traits, behaviors, skills, or results specific to your position with a corresponding assignment of weights following the rules on pages 92&93, and d) provide a method of measurement specific to the system type selected for at least one dimension of performance following the examples provided on pages 95-98 (Dimension examples from textbook: people development; planning, organizing, and scheduling project assignments and due dates; leadership skills; etc. These are just examples; you can focus on any dimension of performance related to your position).

Assignment Specifications

This is not a research paper or essay, but rather a report. Consult the textbooks as resources, but do not quote passages from the text or any other external sources. Label each section of your report as noted above (i.e. Section A, Section B, Section C, etc.). The report, including any charts or tables, should be no more than 10 pages in length (this is the maximum length; it should not, however, be interpreted as a minimum requirement). Single-spacing, 1" margins on all sides, and a 12-point business appropriate font are required. The paper should be succinct, logical, and professionally written. Graduate level work is expected; as such, misspellings, poor grammar, and/or bad syntax will lower your grade. APA formatting is not required since this is a report.

Due Date

The completed assignment is due on or before Saturday, midnight (Central Time) at the end of Week 4. Be sure to review the grading rubric carefully before submitting your report to ensure that all components are complete. Submit by uploading your report in the Assignment #1 link.

IV. Assignment #2: Harvard Business School “Recruitment of a Star” Case [Group Assignment]

Instructions

You will have three weeks to work on this group assignment; it is involved, as such, get organized early and give yourself plenty of time to work on your report. Working as a virtual group is not unusual in today's business environment, it is, nevertheless, challenging. A group wiki has been established as a place for collaborating; although you may need to make use of other communicate methods, the group wiki should be your primary communication tool. All group members are expected to be fully involved by reading and discussing the case and writing/editing the final case report. 80% of the assignment grade will be shared by all group members whereas 20% will be an individual grade determined by the average of peer evaluations. Each group will have 3 or 4 members.

The assignment deliverable is a case report that addresses the following questions:

A. Whom should Stephen Connor hire? Why?

B. What changes do you recommend to the talent management system at Rubin, Stern, and Hertz? Why?

The case report should include the following components (please label each section accordingly):

Question A: Whom should Stephen Connor hire? Why?

Section 1: Dilemma [Recommended Target: 1 page]

Provide an overview of the dilemma faced by Stephen Connor.

Section 2: Candidate Profile / Competency Model [Recommended Target: 1-2 pages]

Develop a candidate profile that describes the ideal candidate and a corresponding competency model (refer to Assignment #1 for suggested model components).

Section 3: Outside Candidate Analysis [Recommended Target: 3-4 pages]

Separately analyze each of the outside candidates. Include at minimum a bulleted list of personal pros and cons for each candidate and a separate bulleted list of the firm's pros and cons that presently employs each of the candidates; the latter should be based on the firm's culture and an assessment of what the candidate will bring to RSH, positive and negative. Do not draw any conclusions in this section; strive to present the data in an objective manner.

Section 4: Analysis of Rina Shea's candidacy [Recommended Target: 1 page]

Include at minimum a listing of personal pros and cons for hiring Rina and a separate listing of pros and cons of Rina remaining at RSH. Do not draw any conclusions in this section; strive to present the data in an objective manner.

Section 5: Final Hire Recommendation [Recommended Target: 1 page]

Rank the candidates in order from best to worst (based on group consensus). Provide your rationale for the candidate ranking and then provide an explanation for who you would hire.

Section 6: Improvements to the sourcing, screening & selection process [Recommended Target: 1-2 pages]

Analyze the sourcing, screening and selection process utilized at RSH. If the senior leadership team asked for you to critique their process, explain what you would affirm that they continue doing and what you would suggest they modify. Explain your rationale for both affirmations and modifications.

Question B: What changes do you recommend to the overall talent management system at Rubin, Stern, and Hertz? Why?

Section 7: Talent Management System Recommendations [Recommended Target: 3-4 pages]
Consider the various components of any effective talent management system as studied in the course. Make 3-5 specific recommendations in different talent management areas for RSH to consider. Be sure to provide your rationale for each recommendation.

Assignment Specifications

This is not a research paper or essay, but rather a case report. Consult the textbooks/case study as resources, but do not quote passages from the text or any other external sources. Label each section of your report as noted above (i.e. Section 1, Section 2, Section 3, etc.). The report, including any charts or tables, should be no more than 15 pages in length (this is the maximum length; it should not, however, be interpreted as a minimum requirement). Single-spacing, 1" margins on all sides, and a 12-point business appropriate font are required. The paper should be succinct, logical, and professionally written. Graduate level work is expected; as such, misspellings, poor grammar, and/or bad syntax will lower your grade. APA formatting is not required since this is a report.

Due Date

The completed assignment is due on or before Saturday, midnight (Central Time) at the end of Week 7. Be sure to review the grading rubric carefully before submitting your report to ensure that all components are complete. Submit by uploading your report in the Assignment #2 link in the Week 5 folder (only one member of the group needs to submit the final report).

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered

cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) *prior to* that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

- 1) Improving student's writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as

listed on the Student Resources section of the SBNM website. *It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.*

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>