

North Park University
School of Business and Nonprofit Management
Syllabus: SBNM 5060 – Talent Management and Retention - Section B8
Fall 13-14
Wednesday 5:00 – 8:20

Course Objectives:

Competence – and its role in achieving peak performance – remains one of the hot issues in business today. No company can expect to beat the competition unless it has the best human capital and promotes these 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 Peter Senge's theory of the Learning Organization and W. Edwards Deming's model of Leadership.

The role of HR will be seen as central to the building of the high-performance organization. The students will develop an understanding that a corporation's competence is based on the inter-relatedness of recruitment, performance appraisal, training and development, coaching and counseling, mentoring and even termination. The ethics of hiring and firing will be examined. Additionally, students will be exposed to issues surrounding the development and promotion of women and minorities.

Finally, the course will cover the basics of outplacement. In a supportive classroom environment, students will practice building a credible resume and cover letter, providing adequate references and refining interviewing skills.

Instructor:

Catherine Marsh

Phone: 773-244-5722 (I am rarely in the office – best to contact me via email.

Fax: 773-244-5285

Email: cmarsh@northpark.edu

Text & Supplements:

Smart, Bradford D., *Topgrading, How Leading Companies Win by Hiring, Coaching and Keeping the Best People*, Prentice Hall Press, 2005. ISBN: 1-59184-081-3

Lowstuter, Clyde C., *In Search of the Perfect Job, 8 Steps to The \$250,000+ Executive Jobs that are Right for You*. McGraw Hill, 2007. ISBN 0-07-14588 (paperback).

Learning Styles Inventory, Hay Resources Direct. (The inventory will be provided in class – **you will be assessed a fee of \$20 for the use of the LSI.**)

Course Methodology:

Adults learn best when they practice new skills in a safe environment. Practicing skills means participation in exercises and asking questions. Students are responsible for all assigned readings and written assignments prior to class. Speak up and have fun in this class. As no tests are given, I will know what you are learning through your continued written and oral dialogue with the weekly subject matter. Class participation will constitute 10% of your final grade.

Grading: Grading will be based on the following:

Class Participation: 10%

Paper I: My Approach to Creating a Culture of Competence in My Organization: 30%

Worksheets 13,14,15,16,17 & 24: Lowstuter, pages 61,62,65,66,68 & 80: 10%

Paper II: Resume: 20%

Paper III: Personal Career Review and Plan to Become and A Player: 30%

Class Attendance Policy:

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.

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.

Disabilities:

Students with a disability 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>.

APA Guidelines:

Effective August 2009, the School of Business and Nonprofit Management (SBNM) will adopt 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 students' 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 below. ***It is your responsibility to learn the specifics of the APA Manual and to ensure that all written work is formatted accordingly.***

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (<http://owl.english.purdue.edu/owl/resource/560/01/>). In particular, we are strongly encouraging you to download and review a general orientation to APA basics entitled "APA PowerPoint Slide Presentation" that can

be found via the below link. In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below link.

APA PowerPoint Slide Presentation:

<http://owl.english.purdue.edu/owl/resource/560/17/>

Sample APA Paper:

http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Suggested Online Resources

North Park University Writing Center

www.npuwritingcenter.com

The Purdue Online Writing Lab

<http://owl.english.purdue.edu/owl/resource/560/01/>

APA Online

www.apastyle.org

Suggested Print Resources

Hacker, D. (2009). *Rules for writers*. Boston: Bedford/St. Martin's.

Barnet, S., Bellanca, P., & Stubbs, M. (2008). *A short guide to college writing*. New York: Pearson Longman.

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. Washington D.C.: American Psychological Association

Papers:

There will be four written assignments - one set of exercises and three papers. The exercises may be handwritten, but must be legible! Papers should be typed and double-spaced **Proof your papers carefully**. We expect graduate level work and misspellings, poor grammar, and bad syntax can lower your grade.

Papers should be typed and submitted through the links contained in the Weekly Assignments Folders on Moodle. They should be submitted no later than 6:30 PM the evening they are due.

First Paper: **“Creating a High Performance Organization”**. 7-9 pages due Week 5. This paper is assigned in lieu of a final examination. Students will need to start this paper early in the course. Lecture notes, readings, and research will be used to

- I. Introduce the paper by defining “high performance” in the context of a development culture. In addition to the development culture survey taken Week 1, use Deming, Senge, and Smart as guiding voices.
- II. Introduce your organization.
- III. Discuss the elements of a Culture Change Strategy for your organization by
 - a. Articulating a clear vision of your desired high performance culture.
 - b. State the organizational mission.
 - c. Delineate a set of values and principles that underlie and support the desired high performance culture.
 - d. Analyze your current culture identifying the elements that support and those that sabotage change efforts.
 - e. A set of goals to bring about the change in beliefs, behaviors and systems needed to create a culture of competence.
- IV. Summarize and close

Worksheets 13,14,15,16,17 & 24: Lowstuter, pages 61,62,65,66,68 & 80: 10%
 You may complete the exercises directly on the worksheets in the text. I will not ask you to turn in the exercises, but I will ask you to show me the completed text exercises at the beginning of class.

Second Paper: **Resume** (1-2 pages) based on formats and guidance provided in In Search of the Perfect Job. Due Week 6.

Third Paper: **“My Personal Career Review and Plan to Become an A Player”** based on Topgrading, Chapter 7: Becoming an A Player: Have Your Cake and Eat It, Too, and Chapter 8: Fixing your Weaknesses: The Straightest Path to Success. 5-7 pages. Due Week 7.

- I. Personal Career Review based on where you are now and where you want to be in five years (Step 2, Chapter 7, page 198-200).
- II. Using Appendix E, articulate the competencies critical for success in your **current** job. Using Chapter 8 as a guide, indicate development plans to improve the competencies on which you rated yourself poor or fair.
- III. If you do not believe you are currently an A Player, what type of job would allow you to be an A Player? Why do you believe this is true? Articulate your own strategy for “Financial Freedom” (Step 3, Chapter 7, page 200-203), page so you can live with a lower paying job if it provides the appropriate career choice.
- IV. Using Appendix E, articulate the competencies critical for success in your **future** profession (outlined in step1 above). Using Chapter 8 as a guide, indicate steps for improvement on at least **one** competency area in which you rated yourself **poor or very poor**

and at least **two** competency areas on which you rated yourself **fair**.

- V. After completing Figure 7.1: Life Balance Scorecard (page 195), indicate balancing adjustments that you could make to critical life dimensions which you marked as “not good enough”.
- VI. Reflect on the outcome of this exercise for you.

Week	Lecture & Discussion Topics	Assignments Due:	Required Reading
1 October 23	<ul style="list-style-type: none"> • Getting Acquainted • Establishing Common Ground • Influence of W. Edwards Deming and Peter Senge • What is Talent Management? • What is Topgrading? 		Smart: xvii -55 Appendix I: 540-543
2 October 30	<ul style="list-style-type: none"> • Recruiting the Right People • Assessment Tools • The Use of Competencies 		Smart: 56-104 & 309-419 Appendix A: 431- 485
3 November 6	<ul style="list-style-type: none"> • Coaching and Mentoring • The Use of Development Plans • Handling Mis-hires • The Ethics of Hiring and Firing 		Smart: 105-185 & 246-306
4 November 13	<ul style="list-style-type: none"> • Career Development • Who am I and what do I want? • Strengths and Weaknesses. • Preparing to answer the question: Tell me about yourself. 	Text Exercises: Worksheets 13,14,15,16,17 & 24 Lowstuter, pages 61,62,65,66,68 & 80	Smart: 189 - 245 Lowstuter: 1- 87
5 November 20	<ul style="list-style-type: none"> • Resumes as Marketing Tools • The Importance of Letters 	Paper I: Creating a Culture of Competence Be ready to give your 3 minute self-description	Lowstuter: 107-207
November 27	Thanksgiving Break	No Class	No Assignments
6 December 4	<ul style="list-style-type: none"> • Managing Your Search Campaign • Interviewing 	Paper II: Cover Letter and Resume	Lowstuter: 229 – 397
7 December 11	<ul style="list-style-type: none"> • Managing Your References • Salary Negotiations • Survival Plan 	Paper III: A Player Development Plan	Lowstuter: 208-226 & 401-448

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Attendance/Intellectual Engagement/

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Use of *APA Publication Manual*

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