Human Resources Development
ADGR775501
3 Credits
Boston College Summer Session 2016
Summer 2, June 27 - August 3
Monday and Wednesday 6:30pm - 9:45pm
Boston College Summer Session 2016

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Office Hours: By Appointment

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This course focuses on employees and how to get the highest level of performance out of employees. What motivates your employees? What makes them want to stay? How do you prevent attrition? This course will start with an introduction to organizational design and relevant organizational development theories. It will then move to talent acquisition and employee training, where use of analytics and metrics will be introduced. Next, students will learn performance management methods and appraisal, including use of instruments and rating scales. The course will then move to career development and leadership development including
assessing talent, developing career paths, and succession planning. The course will conclude by helping students understand the differences between coaching and mentoring, and how to effectively manage organizational talent.

A hybrid course utilizing required classroom attendance on June 27, July 6, 13, 20 and 27, and August 3. The other dates will require monitoring and posting to the virtual classroom on Canvas 2-3 times a week and to submit work and engage in on-line discussion.

Course Objectives
Successful completion of the course will include the following:

1. **Learning how to apply course material along with techniques and procedures covered in this course to address employee behavior and development.** Students will learn relevant theory for understanding organizational design and employee engagement within organizations.

2. **Learning to analyze and evaluate organizations and people through the use analytics and metrics.** Students will learn how to use metrics for decision making along with learning how to use instruments and rating scales.

3. **Students will demonstrate knowledge and skills necessary when working within different cultural systems and settings.** Students will be exposed to specific cultural issues and concerns experienced at the employee and organizational level.

4. **Students will acquire knowledge of Ignatian principles of ethical leadership and decision-making.** Students will learn methods for analyzing employee and organizational ethical responsibility in the organization. Students will learn how to manage employee relations ethically.

Major requirements for course:

**Students are expected to be on campus one day a week that consists of 3 hours of teacher led instruction and 2 hours of homework/reading. Online days consist of 2 hours of reading assignments and 3 hours online discussion time through both written posts and responses to classmates.**

Students are also expected to complete all assignments and readings on time. There will be two additional deliverables:

- Paper due July 20
- Presentation of your assessment tool August 3.

*Format and expectations for Presentations and Paper will be addressed in class.*

Course Meeting Dates and Assignments

**June:**

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<thead>
<tr>
<th>Date</th>
<th>On Campus/Online Activity</th>
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<tbody>
<tr>
<td>27</td>
<td>Introduction to Human Resource Development and applicable laws</td>
</tr>
<tr>
<td>29</td>
<td>Organizational development, theory and application</td>
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**July:**

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<tr>
<th>Date</th>
<th>On Campus/Online Activity</th>
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<tr>
<td>6</td>
<td>Training overview, employee self assessment</td>
</tr>
<tr>
<td>11</td>
<td>Use of metrics</td>
</tr>
<tr>
<td>13</td>
<td>Performance management, methods and appraisal</td>
</tr>
<tr>
<td>18</td>
<td>Use of instruments, ranking and rating scales</td>
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<tr>
<td>20</td>
<td>Career development/leadership development, assessing talent</td>
</tr>
<tr>
<td>25</td>
<td>Developing career paths, managing high potential employees</td>
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<tr>
<td>27</td>
<td>Succession planning</td>
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**August:**

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<th>Date</th>
<th>On Campus/Online Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Managing organizational talent/Coaching and Mentoring</td>
</tr>
<tr>
<td>3</td>
<td>Presentation of assessment tools</td>
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Grading

Class participation:  25%
Online participation:  25%
Paper:    25%
Final presentation:  25%

As the grading indicates, in-class participation is 25% of your grade. This means that class attendance/showing up on time is mandatory, and, due to the limited number of on campus meetings, attendance is required at ALL scheduled dates. You should come to class prepared to share your insights on the readings. Also, as cited above, online participation is 25% of your grade. This means that it is a course requirement to participate in the online discussions. There are 6 scheduled online discussions, each of which is worth about 4% of your grade.

The graduate grading system for Woods College is as follows:

A (4.00), A- (3.67)
B+ (3.33), B (3.00)
B- (2.67), passing but does not count toward degree
C (2.00), passing but not for degree credit
F (.00)

All students can access final grades through Agora after the grading deadline each semester. Students who complete course evaluations can access grades earlier, as they are posted.

Deadlines - All assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

Required Texts/Readings
Readings and assignments will be handed out in class or emailed.

Available in book store

Canvas
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources on using Canvas, click here.

Written Work
Woods College students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

**Accommodation and Accessibility**

Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Woods College courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

**Scholarship and Academic Integrity**

Students in Woods College courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the [Boston College policy on academic integrity](http://www.bc.edu/academic-integrity) for more information.

Finally, please feel free to contact me anytime during the session as questions and/or concerns arise. Enjoy your summer!