

2015 SHRM Alignment Application

**Master of Science Administration in Organizational
Management Specialization in Human Resources Management**

School of Business and Graduate Studies

Trinity Washington University

Table of Contents

Introduction.....	3
The MSA in Human Resources Management	4
Professional and Life Competencies	4
Leadership and Management Competency	4
Human Resources Specialization	5
Research, Evaluation, and Synthesis.....	6
Appendices	7
Appendix A: Course Syllabi.....	7
INT 501 Transitions to Graduate School	8
ADMN 601 Excellence in Managing Contemporary Organizations.....	11
ADMN 607 Accounting and Finance for Evaluation and Control	15
ADMN 611 Negotiation & Conflict Management	20
ADMN 603 Excellence in Leadership: Theory and Practice	25
ADMN 611 Negotiation & Conflict Management	31
ADMN 672 Organizational Staffing.....	35
ADMN 673 Human Resources Law: Labor & Union Relations.....	39
ADMN 674 Human Resources Development.....	43
ADMN 676 Compensation and Benefits	47
INT 601 Introduction to Research Design & Methods.....	55
ADMN 699 Capstone Project.....	62
Appendix B MSA in Human Resources Management to SHRM Tables	70
MSA HRM to SHRM Informational Tables.....	71
MSA HRM to SHRM Content.....	72
MSA HRM Course to SHRM Competence to MSA Goals and MSA Assignments	75

Introduction

Trinity's School of Business and Graduate Studies offers the MSA in organizational Management with a specialization in Human Resources Management to meet the needs of a competitive market. Employers expect proficiency and professionalism of those who represent them in their human resources associates and management. Trinity Washington University is accredited by the Middle States Commission on Higher Education (MSCHE), which was successfully renewed in 2006, and successfully met the MSCHE 2011 Periodic Review Report. Trinity Washington University does not seek additional accreditation in business and management. This program is offered in a traditional brick and mortar classroom setting with courses meeting once per week for two and a half or three and a half hours dependent on the courses length (full semester or term). The MSA in HRM also offers two courses in an online format as an option for the busy professional, Project Management and Effective HR Strategies. More information is found online.

[Organizational Management, MSA home page](http://www.trinitydc.edu/programs/organizational-management/)

<http://www.trinitydc.edu/programs/organizational-management/>

[Organizational Management, MSA Requirements page](http://www.trinitydc.edu/catalog-14-15/organizational-management/)

<http://www.trinitydc.edu/catalog-14-15/organizational-management/>

Dr. Kelley D. Wood, MSHOD, MSOM

(202) 884-9227; woodke@trinitydc.edu

Asst. Professor and Program Chair, MSA in Organizational Management

School of Business and Graduate Studies

125 Michigan Avenue NE

Trinity Washington University

Washington DC 20017

The MSA in Human Resources Management

The MSA in Human Resources Management (HRM) degree prepares graduates who are both competent human resources managers and who are able to express themselves as leaders from the C suite through all levels of the organization. Students in the MSA HRM degree program analyze, assess, evaluate, and synthesize theories, practices, and competencies identified by industry, scholars, and the Society for Human Resources Management (SHRM) preparing for certification (SHRM-CP, SHRM-SCP, SPHR, PHR). The MSA HRM degree program develops important management and leadership skills in addition to professional development in the SHRM competencies, with an emphasis on ethics, research, and the ability to synthesize theory to identify and resolve real world issues faced by human resources practitioners.

Professional and Life Competencies

The MSA program assesses student performance and success using a series of rubrics developed by the American Association of Colleges and Universities (AACU) to help students develop efficacy and confidence in

- Oral Communication
- Critical Thinking
- Problem Solving
- Quantitative Literacy
- Ethical Reasoning
- Intercultural Knowledge

The School of Business and Graduate Studies has developed a writing style guide and rubric used for written assignments and adapted for the Research Proposal and the Capstone paper. The writing rubric assesses grammar and style, references and citation, formatting and preparation, and critical thinking and logical reasoning. Further, Dr. Wood designed a Team Collaboration rubric to facilitate the learning of good team citizenship behavior and to enable productive conversations among team members.

Leadership and Management Competency

Leaders exert influence over the organization and its external environment through interpersonal relationships; gathering, processing, and disseminating information by applying sound and ethical decision making, to ensure the organization's growth, sustainability, and longevity. Leadership as a behavioral competence is expressed through the following competencies:

- Developing relationships among peers and subordinates

- Motivating subordinates
- Conducting negotiations and resolving or managing conflicts
- Establishing information networks and disseminating information
- Making decisions regarding resources, resolving problems, and directions for growth
- Continuous learning

Managers often perform in several functional areas of an organization and uphold key responsibilities, policies, processes, and practices that contribute to the organization's growth and success. Management is a key component of business acumen and is expressed through the essential administrative functions of any organization:

- *Forecasting and Planning* – assessing and analyzing both the current and future environments for opportunity and growth
- *Organizing* – Evaluating, developing, and maintaining the structural and logistical resources of the organization, both tangible and intangible
- *Coordinating* – Ensuring knowledge, information, and material resources are available to meet organizational demand
- *Commanding* – Promoting activities that accomplish the goals and mission of the organization through the reinforcement of the bond between authority and responsibility through an appropriate command structure
- *Controlling* – Assessing, evaluating, and enacting the policies, procedures, and practices that foster the organizations success

The Leadership and Management Courses

INT 501 Transition Seminar for Graduate Students
 ADMN 601 Excellence in Contemporary Management
 ADMN 603 Excellence in Leadership: Theory & Practice
 ADMN 607 Accounting and Finance for Evaluation and Control
 ADMN 611 Negotiation and Conflict Management
 ADMN 628 Project Management

Human Resources Specialization

Human Resources Management students analyze, assess, evaluate, and synthesize the theories, practices, and SHRM competency areas, which include the following:

- People
 - Talent Acquisition & Retention
 - Employee Engagement

- Learning & Development
- Total Rewards
- Organization
 - Structure of the HR Function
 - Organizational Effectiveness & Development
 - Workforce Management
 - Employee Relations
 - Technology & Data (HRIS)
- Workplace
 - HR in the Global Context
 - Diversity & Inclusion, Risk Management
 - Corporate Social Responsibility
- Strategy
 - Business & HR Strategy

Human Resources Specialization Courses

ADMN 677 Effective HR Strategies

ADMN 672 Organizational Staffing: Planning and Management

ADMN 673 Human Resources Law: Government, Labor, and Unions

ADMN 674 Human Resources Development.

ADMN 676 Compensation & Benefits

Research, Evaluation, and Synthesis

HRM leaders often are aware of advantages and opportunities synthesized from information gathered through their complex social connections. Before committing resources to a course of action successful leaders often gather data through empirical methods. The research, evaluation, and synthesis competency is designed to develop the MSA HRM student's ability to analyze and evaluate data gathered by empirical methods in research projects and in developing evidence based predictions and conclusions based on evidence

Research and Capstone Courses

INT 601 Introduction to Research Design & Methods

ADMN 699 Capstone Project.

Appendices

Appendix A: Course Syllabi

Syllabi are appended on the pages below in the following order.

- INT 501 Transition Seminar for Graduate Students.
- ADMN 601 Excellence in Contemporary Management.
- ADMN 603 Excellence in Leadership: Theory & Practice.
- ADMN 607 Accounting and Finance for Evaluation and Control.
- ADMN 611 Negotiation and Conflict Management.
- ADMN 628 Project Management.
- ADMN 677 Effective HR Strategies.
- ADMN 672 Organizational Staffing: Planning and Management.
- ADMN 673 Human Resources Law: Government, Labor, and Unions.
- ADMN 674 Human Resources Development.
- ADMN 676 Compensation & Benefits.
- INT 601 Introduction to Research Design & Methods.
- ADMN 699 Capstone Project.

INT 501 Transitions to Graduate School

Spring 2015, Term 1,

Sections 1: Friday 6:30 PM to 10:00 PM, To Be Announced

Sections 2: Online: Attendance for sessions 1 & 7 are required

Credits: 0 Minimum Passing Grade: P = Passing

Class Format: Lecture, with Online Assignments

Methods of Instruction: Lecture, Discussion, Experiential Exercise, Quiz, Exam, Test, Field Work, etcetera

DATE LAST UPDATED:

Instructor:

Office Hours: All of the staff and faculty members listed above are available for you. Please call (202) 884-9640 or email bgs@trinitydc.edu (or the faculty member directly) for an appointment.

Course Description: This is a non-credit seminar for students in their first semester of any School of Business and Graduate Studies graduate program. Information will be provided to students on the transition to graduate school, learning styles and study skills, academic honesty, writing expectations, research skills and quantitative literacy requirements. Assessments of writing and mathematic literacy will also be conducted. 0 credits

Course Objectives:

- To prepare students for the transition to graduate school
- To promote a sense of belonging in the Trinity learning community
- To provide instruction on the academic expectations of the graduate program at Trinity
- To assess and improve the basic writing and quantitative skills of graduate students
- To promote academic honesty and scholarship among SPS graduate students

Course Purpose Statement: This course is designed to improve your level of success in your graduate program, and ease the transition for students who have been out of school for many years. Trinity expects a high level of scholarship and writing from its graduate students. Students often see this as an exponential leap from their undergraduate program, especially if they have experienced a delay between undergraduate and graduate programs.

SHRM Content Area(s): None applicable

Required Text: All materials will be provided online in Moodle, in the course book, or as handouts.

Recommended Reading:

American Psychological Association (2010). *Publication Manual of the American Psychological Association*, 6th Ed. Washington, DC: American Psychological Association.

MSA IN HUMAN RESOURCES MANAGEMENT

Booth, Colomb, & Williams (2008) *The Craft of Research*, 3rd Ed. Chicago, IL: University of Chicago Press.

Elder, L. and Paul, R. (2009) *The Miniature Guide to Critical Thinking*. Dillon, CA: Foundation for Critical Thinking Press.

Graff, G. and Birkenstein, C. (2010). *“They say/I say” The Moves that Matter in Academic Writing*. New York: University of Illinois at Chicago.

Lester & Lester, (2010) *Writing Research Papers: A Complete Guide*. New York, NY: Pearson Publishing.

Provost, G. (1985). *100 Ways to Improve your Writing*. New York: Penguin Group.

Strunk, W. and E.B. White (2000). *The Elements of Style* (4th ed.). Reading, MA: Allyn and Bacon.

Additional Reading: Handouts as given by the instructor.

INT 501 Grading Scale			
P = Passing	100%-73%	F = Failing	72% and below

Assignment Contribution Towards Grade	
Assignments All assignments contribute to a final grade of 100%	Percent Toward Grade
Attendance	8.30
VAIL Tutor Quiz (you must obtain and submit a certificate of completion)	16.67
Learning Styles, Personality Types, and Success Strategies	8.34
Paraphrasing Quiz	8.34
Writing Assessment	16.67
Basic Math Assessment	16.67
Quantitative Analysis Assessment	16.67
INT 501 Survey	8.34
Total Course Points	100

MSA IN HUMAN RESOURCES MANAGEMENT

Course Schedule				
Week #	Date	Topics Covered	Reading Assignments for Class	Assignments Due
1		Making the Transition to Graduate School Dr. Kelley Wood	Materials in Session 1 on Moodle or Session 1 of the Packet	Vail Tutor Certificate Due: 6 PM Friday January 30, 2015 Learning & Personality Type Assessment Due: 6 PM January 30, 2015
2		Academic Honesty & Plagiarism Understanding your Financial Aid Dean Jeannette Frett Ms. Meghan Howard	Materials in Session 2 on Moodle or Session 7 of the Packet	Paraphrasing Quiz online Due: 6 PM February 6, 2015
3		Graduate Writing Expectations Professor Niki Herd	Materials in Session 3 on Moodle or Session 3 of the Packet	Graduate Writing Assessment (Moodle) Due: 6:00 PM February 13, 2015
4		Research Skills Development Dr. Peggy Lewis	Materials in Session 4 on Moodle or Session 2 of the Packet	No assignment
5		Basic Graduate Math Dr. Kevin LeGrand	Materials in Session 5 on Moodle or Session 4 of the Packet	Basic Mathematics Pre-Assessment Due: Midnight, February 19, 2015 Basic Mathematics Post-Assessment Due: Midnight March 5, 2015
6		Quantitative Analysis Dr. Kelley Wood	Materials in Session 6 on Moodle or Session 5 of the Packet	Quantitative Assessment Due: 11:55 PM Sunday March 8, 2015
7		Trinity Technology & Wrap Up Dean Jeannette Frett Dr. Kelley Wood	Trinity technology power points	INT 501 Survey Due: 11:55PM Sunday March 8, 2015
8		No Class Meeting		No assignment

ADMN 601 Excellence in Managing Contemporary Organizations

Fall 2015, Section 1

Room: TBD

Credits: 3

Minimum Passing Grade: C, B or better for good standing**Class Format:** Lecture,**This course fulfills: MSA Core requirement****Methods of Instruction:** Lecture, Discussion**DATE LAST UPDATED:****Instructor:****Trinity Email:**

*Optional – Phone:

Office Hours:

Course Description: Reviews principles of effective management, and surveys contemporary and historical research on organizational effectiveness. Emphasizes skill development in managing basic administrative and managerial functions, including decision-making, planning and implementation, problem solving, and communication. Experiential learning methods, such as case studies, simulations, and role playing, are employed. 3 credits

Course Objectives: Upon completion of this course, students will be able to:

- Analyze organizations based on multiple theoretical and practitioner perspectives
- Assess and analyze organizational design for fit with the vision and mission of the organization and its culture in a local and global context
- Name and discuss the major theorists and theories of organizational development, organizational behavior, and organizational change
- Demonstrate critical thinking, analysis, writing, and presentation skills

MSA in Organizational Management Program Goals prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals
5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources
7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goal(s): 1, 2, 3, 4, 5

SHRM Content Area(s): HR's Role in Organizations; Managing a Diverse Workforce, Change Management, Globalization, Internal Consulting, Organizational Development

Method of Assessment: Four Frames Analysis Paper (10-12 pp.) in in BGS Publishing style, complete with citations and references; and an individual presentation. The BGS Graduate Writing Rubric is used in assessing the assignment. UN Global Compact Team Case presentations will be assessed using the Oral Communication (30%) and the Ethical Reasoning (70%) rubric. Other assignments as determined by the instructor.

MSA IN HUMAN RESOURCES MANAGEMENT

Required Text:

B&D = Bolman, L.G. & Deal, T.E. (2013). *Reframing organizations: Artistry, choice, and leadership*. (5th ed.). San Francisco, CA: John Wiley and Sons.

L&B = Lawrence, J. T. & Beamish, P. W. (2013). *Globally responsible leadership: Managing according to the UN Global Compact*. Thousand Oaks, CA: Sage Publishing

Additional Reading: Assignments and handouts as given by the instructor.

Recommended Reading:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Morgan, G. (2006). *Images of organization* (2nd ed.). Thousand Oaks, CA: Sage Publishing.

Graduate Grading Scale					
		A	100-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	F	72 and below

Assignment Contribution Towards Grade	
Assignments	Points Toward Grade
<p>Class Participation: Participation requires thorough preparation for class each week accomplished by completing all assigned readings, and is demonstrated by active and thoughtful contributions to class discussions, management role playing and analysis (2 per class meeting, plus 2 additional points the nights of the Role Play).</p>	20%
<p>Four Frame Analysis Paper:</p> <ul style="list-style-type: none"> • Draft one (15%), • Final draft (25%) • BGS Writing Rubric (100%) <ul style="list-style-type: none"> ○ Please use the BGS Publishing Style and the APA 6th Edition Publication Manual 	40% Draft = 15% Final = 25%
<p>Team Presentation:</p> <ul style="list-style-type: none"> • Executive summary, Power point slides, and oral presentation • Oral Communication Rubric (50%) • Ethical Reasoning Rubric (50%) 	40%
Total Percentage	100%

Course Schedule				
Week #		Reading Assignments Due Before Class	Topics Covered	Assignments Due
1		B&D 1-2-3-4-5	Course Intro Structural Frame	

MSA IN HUMAN RESOURCES MANAGEMENT

2		B&D 6-7-8	Human Resources Frame	Email organizations for analysis and your role in them by email to instructor for approval Management Role Play & Analysis 1
3		B&D 9-10-11	Political Frame	Management Role Play & Analysis 2
4		B&D 12-13-14-15	Symbolic Frame Frames Integration	Four Frame Analysis Draft 1
5		L&B 1-2-5-6	Responsible Business Human Rights & Labor	
6		L&B 7-8	Environment * Anti-Corruption	
7		B&D 16-17-18-19	Presentations & Critical Wrap Up	Team Presentations
8		B&D 20-21	Presentations & Critical Wrap Up	4 Frame Analysis Final Draft Team Presentations

Important Dates for This Course

Add/Drop	
Withdraw	
Holidays	

Additional Course & Classroom Management Policies

Assignment Descriptions

Class Participation

Students are expected to attend every class and actively participate in all discussions, having completed assigned readings prior to each class. Class discussions are critical to the learning process, and the better the discussions, the more everyone will learn. Unexcused absences will result in a 10% reduction to the class participation grade; excused absences 4%. Additional grade reductions for significant absences will be considered on a case-by-case basis.

Role Play and Analysis

1. Students will be selected or volunteer for two role play scenarios on each of the scheduled evenings as managers and employees confronting issues and afterward the class will analyze and discuss the interactions to determine
 - a. How they might act individually in the same situations
 - b. Productive and useful behaviors
 - c. Professional language and appropriate body language
 - d. Strategies for successful interactions
 - e. Etcetera...

Four Frame Analysis Paper

1. The final paper will be a critical and scholarly work.
2. Students will analyze a professional or workplace organization, which they are, or have been, a member of in the role of associate or manager. Selection will be approved by the professor.
3. The organization will be analyzed using Bolman and Deal's four frames and other scholarly works. Analysis will lead to suggested solutions and/or next steps for the organization.

- a. Three to six (3-6) scholarly works will be used to support or supplement the analysis.
 - i. The ABI/Inform database in the Trinity Online Databases is recommended for management subjects, although others are useful. See the link below.
4. Please use the BGS Publishing style to guide the formatting of this paper.
 - a. The paper should include a title page, Abstract, Introduction, four frame analysis, conclusions, summary, and a reference list.
 - b. The body of the paper should be approximately 10-12 pages, typed, double-spaced, 12-point Times New Roman font, with 1 inch margins.
5. Writing assistance is available through the Writing Center and Dr. Wood. See the academic resources below.
6. Plagiarism will not be tolerated.
 - a. All papers will be properly cited and referenced to APA standards.
7. The paper will be completed in two drafts, as follows:
 - **First Draft**, which covers the first two frames: will be graded on all aspects of the assignment, to include grammar, style, and content.
 - **Final Version**, which analyzes all frames and is a complete paper: will be graded on all aspects of the assignment, to include grammar, style, responsiveness to professor feedback, application of critical thinking skills, etcetera. Represents an A graded paper: Will be graded on all aspects of the assignment, to include grammar, style, responsiveness to professor feedback, application of critical thinking skills, etc.

The UN Global Compact Team Case Study Presentation

Teams will present a case analysis using an assigned case from the L&B text Part III. Students may use Bolman and Deal's four frames, chapters from Lawrence and Beamish, The UN Compact, and relevant scholarly works to supplement their case. Each presentation will be approximately 5 minutes in length, with 2-3 minutes for brief questions. Plan on 15-20 minutes for the analysis presentation and 5-8 minutes of critical questioning. MS Power point slides are required. Teams will upload in Moodle an electronic copy of the presentation slides in MS Power Point, you will submit a 1-page executive summary of your presentation to the instructor at the time you present and uploaded to Moodle with the slides. This summary will be graded as part of the presentation. Presentations will be conducted during the last two classes.

Grading Rubrics – The Four Frames Analysis Paper will be graded using the BGS Writing rubric. Please use the BGS Publishing Style Guide and the APA 6th manual. The UN Global Compact team presentations will be graded using the Oral Communication (50%) and the Critical Thinking (50%) rubrics.

ADMN 607 Accounting and Finance for Evaluation and Control

Summer 2015, Section 1

Room: TBD

Credits: 3

Minimum Passing Grade: C, B or better for good standing

Class Format: Lecture,

This course fulfills: MSA Core requirements

Methods of Instruction: Lecture, Discussion

DATE LAST UPDATED:

Instructor:

Trinity Email:

Office Hours:

Course Description: The Accounting and Finance for Evaluation and Control course emphasizes the use of accounting and financial information to facilitate effective management decisions. Topics include the accounting process, the accounting cycle, accounting systems, inventories, investments, cost determination, cost control and analysis, budgeting, analysis of financial statements, and capital investment analysis. Students in this course will use spreadsheet software to develop and analyze data. This course requires computer literacy and access outside the classroom to a computer with spreadsheet software. Formerly ADMN 607 Financial Management for Non-Financial Managers. 3 Credits Prerequisites: None

Course Objectives: Upon completion of this course the student will be able to:

- Apply the accounting principles & processes to analyze the accounting cycle
- Analyze & assess cash flow
- Assess & evaluate financial statements to estimate corporate value & investment opportunities
- Develop, analyze, and assess budgets for profit and loss; Determine cost & analyze cost behavior
- Assess, implement, & evaluate costing and pricing models to maximize cash flows/ profits
- Analyze capital investments to predict & control the effects of depreciation and amortization
- Implement managerial decisions using data collected, compiled, and analyzed using spreadsheet software.

MSA in Organizational Management Program Goals prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals
5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources

- Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goal(s): 2, 3, 6

SHRM Content Area(s): Indirectly: Outcomes: Metrics & Measurement of HR, Strategic HR, Total Rewards, Workforce Planning

Methods of Assessment: Homework, Exams, team case presentation and paper. Quizzes and homework are graded assignments that reflect *quantitative literacy*. The rubrics used to assess the **Case study and Presentation:** The *Quantitative Literacy* rubric (70%), *Oral Communication* rubric (30%). Students will find the Team Collaboration rubric helpful in working successfully on their teams. All written assignments should use the BGS Publishing Style guide. Other assignments and rubrics may be determined by the instructor.

Required Text:

Reeve, Warren, Dulac, Accounting: Using Excel for success (2nd ed.). Independence, KY: Cengage Learning, ISBN 1111-535213

Additional Reading:

Assignments and handouts as given by the instructor.

Recommended Reading:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Graduate Grading Scale					
		A	100-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	F	72 and below

** Place key due dates in your phone and or email calendar with early reminders.

Assignment Contribution Towards Grade	
Assignments	Points Toward Grade
Course Participation Come to class prepared to ask at least one question per class meeting and to respond to the instructor's questions	20

MSA IN HUMAN RESOURCES MANAGEMENT

Weekly Homework Homework assigned by chapter. Remember there are practice problems in the online textbook site	20
Exams Exams reviewing chapters to date. Remember there are practice quizzes in the online textbook site Midterm (50%) Final (50%)	30 Midterm = 15% Final = 15%
Team Case Presentation Oral Communication (50%) Quantitative Literacy (50%)	30%
100%	

Course Schedule				
Week #	Date	Topics Covered	Reading Assignments for Class	Assignments Due
1		Introduction to course material. Excel for Success Link: http://www.cengagebrain.com ISBN 1111-535213 Chapter 1-Practical Exercises: 1-1A through 1-7A; Exercises 1-1 through 1-5 and Exercise 1-24. Problem 1-2A (using excel template) Chapter 2- Exercises: 2-1, 5, 10, 16, 18, 24; Problem 2-1A (using excel template) Designate Groups for Final Presentation and Paper	Chapters 1&2	Bio and expectations.
2		Chapter 3- Exercises 3-1, 3, 10, 14, 28; Chapter 4- Exercises 4-1, 2, 6, 7; Problem 4 2-A Chapter 5- Exercises 5-1, 3, 5, 24, 26; Problem 5-1B	Chapters 3, 4, 5	Homework selected in prior class session. (working in groups is strongly suggested)
3		Chapter 6- Ex. 6.1, 4, 9, 20, 31; Problem 7-1A Excel; Chapter 7- Ex. 7-1, 3, 6, 10, 17, Problem 7-1A excel; Chapter 8- Ex. 8-1, 3, 5, 10, 8-11, 27, Problem 8-2A excel	Chapters 6, 7, 8	Homework selected in prior class session. (working in groups is strongly suggested)

MSA IN HUMAN RESOURCES MANAGEMENT

4		Chapter 9- Ex. 9-1, 2, 4, 8, 29, Problem 9-2A; Chapter 10- Ex. 10-2, 4, 7, 16, 24, Problem 10-2A; Chapter 16- Ex. 16-1, 2, 5, 12, 19, Problem 16-1A, 16-2A excel. Midterm in the beginning of class	Chapters 9,10,16	Homework selected in prior class session. (working in groups is strongly suggested) Midterm
5		Chapter 17-Ex. 17-1, 17-4, 17-5, 17-6, PR17-1B, PR17-2B, Chapter 18-EX. 18-1, 18-6, 18-8, 18-13, PR18-4A; Chapter 19-Ex. 19-2, 19-4, 19-8, 19-11, PR19-4A	Chapters 17,18 (limited),19 (limited)	Homework selected in prior class session. (working in groups is strongly suggested)
6		Chapter 21: Ex. 21-1, 2, 9, 10, 12, 16 Chapter 22 Ex. 22-1, 3, 10, 14	Chapters 21,22	Homework selected in prior class session. (working in groups is strongly suggested)
7		Group Presentation	Group Presentations	Presentation
8		Final Exam Discussion "Did the Class reach your expectations?"	Chapter 26	Final Exam Group Paper

Important Dates for This Course

Add/Drop	
Mid Term Grades are due	
Withdraw	
Holidays	
Final grades are due	

Additional Course & Classroom Management Policies

Assignment Descriptions

Course Participation: Come to class prepared to ask at least one question per class meeting and to respond to the instructor's questions. Your questions might be related to how to solve specific problems, how to apply the weekly topics to management, the ethics of practice, etcetera.

Homework: Weekly assigned homework problems based on progress in course. Remember there are practice problems in the online textbook site.

Exams: A midterm and a final exam to assess your progress in understanding the course materials. . Remember there are practice quizzes in the online textbook site.

Case Study Presentation Paper: Teams will be assigned a case study requiring managerial application of the course content. For Example, teams might analyze a difficult budget to plan both for growth and for a decline in business. The teams would determine based on market information, which is appropriate for their case, then determine 2-3 potential solutions and determine the one best solution. Teams will present on their case, their process for determining growth or decline, discuss potential solutions and the final solution recommended. Students will use 10-15 professional slides in MS Power Point. The team will also deliver a 6-8 page paper discussing the case analysis the potential solutions and the final recommendation.

- Please use the BGS Publishing style to guide the formatting of this paper. Please use the APA Publication Manual (6th ed.) as a guide for writing style, displaying data, citing references, and formatting citations and references.
 - The paper should include a title page, executive summary, table of contents, introduction, subsections for the case analysis, recommendations, a summary of the paper, and references.
 - The body of the paper should be submitted in Moodle as an electronic file in the current version of MS Word, approximately 6-8 pages from introduction through the summary, typed, double-spaced, 12-point Times New Roman font, with 1 inch margins.
- Writing assistance is available through the Writing Center and Dr. Wood. See the Academic Resources section below.

ADMN 611 Negotiation & Conflict Management

Summer 2015, Section 1

Room: TBD

Credits: 3

Minimum Passing Grade: C, B or better for good standing

Class Format: Lecture,

This course fulfills: MSA Specialization requirements for Human Resources Management

Methods of Instruction: Lecture, Discussion

DATE LAST UPDATED:

Instructor:

Trinity Email:

Office Hours:

Course Description: The Negotiation and Conflict Management course engages students in the theories and practice of negotiating for results by determining a position and alternate scenarios. Students will also engage in an analysis and evaluation of the perspectives of intervention in, the resolution of conflict, and the prevention of conflict. Students compare and contrast theories, implement practical negotiation and mediation skills, which will recognize, prevent, or resolve conflicts, and foster teamwork through classroom discussion, experiential exercises, the examination of case studies, and presentation of analysis and resolutions. Students will exhibit competence in assessing conflict situations, design and implement interventions using dialogue, reframing, and negotiation to moderate and contain conflict revealing the opportunities it masks in a business context and the organizational environment. 3 Credits Prerequisites: None

Course Objectives: Upon completion of this course the student will be able to:

- Develop an overview of the major theories of conflict and conflict intervention
- Understand and apply the elements, causes, and nature of conflict
- Analyze and assess the motives of individual and groups in conflict and how they engage in and avoid conflict
- Assess how communication processes might be used to manage escalating conflict by constructing positive narratives
- Develop and implement conflict intervention processes, including negotiation, mediation, and third party decision-making

MSA in Organizational Management Program Goals prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals

5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources
7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goal(s): 1,4,5

SHRM Content Area(s): Employee & Labor Relations; Indirectly: Change Management, Organizational Development

Methods of Assessment: The Group Presentation assignment will be assessed using the Oral Communication rubric (40%) and the Team Collaboration rubric (60%). The Conflict Management Paper will be assessed using the BGS Graduate Writing rubric, students should use the BGS Publishing Style as a guide. Other assignments as determined by the instructor. The individual Conflict Presentation will be assessed using the Oral Communication rubric.

Required Text:

Mayer, B. (2012). *The dynamics of conflict*, (2nd ed.). San Francisco, CA: Jossey Bass, ISBN 9780470613535

Bolton, R. (1979). *People skills: How to assert yourself, listen to others, and resolve conflicts*. New York, NY: Touchstone Book, ISBN 9780671622480

Stone, D., Patton, B. M., & Heen, S. (1999). *Difficult conversations, How to discuss what matters most*. New York, NY: Penguin Books, ISBN 9780143118442

Additional Reading:

Assignments and handouts as given by the instructor.

Recommended Reading:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. New York, NY: Penguin Books.

Ury, W. (1993). *Getting past no: Negotiating your way from confrontation to cooperation*. New York, NY: Bantam Books

Ury, W. (2007). *The power of a positive no: Save the deal, save the relationship, and still say no*. New York, NY: Random House Publishing.

Hocker, J. L. & Wilmot, W. W. (2014). *Interpersonal conflict*. New York, NY: McGraw-Hill

Graduate Grading Scale		A	100-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	F	72 and below

MSA IN HUMAN RESOURCES MANAGEMENT

Assignment Contribution Towards Grade	
Assignments	Points Toward Grade
In Class Exercises	20%
Group Presentation	20%
Individual Paper	30%
Class Participation	15%
Attendance	15%
Total Percentage	100%

Course Schedule				
Week #	Date	Topics Covered	Reading Assignments for Class	Assignments Due
1		The Nature of Conflict and How We Approach Conflict	Mayer 1-2 Bolton 1-2 Stone 1	
2		Power, Culture, and Conflict	Mayer 3-4 Bolton 3,4,5,6,7 Stone 2,3,4	In Class Exercise
3		Engaging & Resolving Conflict	Mayer 5-6 Bolton 8,9,10,11 Stone 5,6	In Class Exercise
4		Communication & Conflict	Mayer 7 Bolton 13,15 Stone	In Class Exercise
5		Negotiation & Working with Impasse	Mayer 8-9 Bolton 12,14 Stone 7,8,9	Optional Draft of Paper In Class Exercise
6		Group Presentations		Group Presentations
7		Mediation, Other Approaches to Conflict Intervention	Mayer 10-11 Stone 10,11,12	Individual Paper
8		Why We Intervene in Conflict	Mayer 12	

Important Dates for This Course	
Add/Drop	Tuesday June 02, 2015
Mid Term Grades are due	Midnight Sunday June 28, 2015
Withdraw	11 PM Wednesday July 01, 2015
Holidays	Fourth of July Weekend; Friday July 03 through Sunday July 05 – All campus resources are closed
Final grades are due	11 PM Thursday July 23, 2015

Additional Course & Classroom Management Policies

Assignment Descriptions

In Class Exercises

A workplace scenario will be presented to students, who will then break into small groups of two to discuss the scenario. The class will come back together and two students will role play the scenario. Finally, the class will discuss how to address each perspective.

Team Presentation

Teams will be assigned a topic from below. The presentation will consist of a lesson as presented in the workplace for professional development. Presentations should consist of 10-15 slides in MS Power Point and should be engaging and informative. Teams will have 8-10 minutes to present and 5-8 minutes for Q&A. Slides will be submitted electronically via Moodle.

Topics:

Communication in Conflict, Listening & Reflection in Conflict, Identifying and Responding to the Conflict Conversations, Assertion Skills in Conflict, Creating Learning Conversations

Requirements: Each team will present an analysis of their chosen topic. This is to be a formal 10-minute presentation, with 3 to 5 minutes for questions. Focus on the material in the related texts and be to use the theories covered in the course. Each group member will actively participate in the preparation and delivery of the assignment. MS Power point slides are required; presenters may also use other aids. Each group will submit a 1-page executive summary (formatted the same as for the Analysis Paper) of the presentation to the instructor at the time you present; the summary and the slides will be submitted on Moodle for grading.

Individual Paper

Students will analyze a professional or workplace conflict they personally have experienced. The conflict will be analyzed using the course materials and the course texts (Mayer, Bolton, Stone, et al.). Please use pseudonyms for persons and organizations.

- The paper must include at least 3 scholarly sources in addition to the class texts as part of this work. The Proquest and ABI/Inform databases in the Trinity Online Databases are recommended,

- others are also useful. The references in the course texts might also be useful. See also the links below in Academic Resources.
- Please use the SPS Publishing style to guide the formatting of this paper. Please use the APA Publication Manual (6th ed.) as a guide for writing style, displaying data, citing references, and formatting citations and references.
 - The paper will be an electronic file in MS Word, approximately 8-10 pages (from introduction through the conclusions), typed, double-spaced, 12-point Times New Roman font, with 1 inch margins, and proper formatting, to include a:
 - Title page, Abstract, Table of contents,
 - Body of the paper includes: Introduction, conflict analysis, conflict management recommendations, conclusions, and
 - References.
 - All papers will be properly cited and referenced to meet APA standards using chapters 6 & 7 of the Publishing Manual of the APA (6th ed.) as a guide.
 - Writing assistance is available through the Writing Center and Dr. Wood. See the Academic Resources section below.

ADMN 603 Excellence in Leadership: Theory and Practice

Fall 2015, Section 1

Room: TBD

Credits: 3

Minimum Passing Grade: C, B or better for good standing

Class Format: Lecture,

This course fulfills: MSA Core

Methods of Instruction: Lecture, Discussion, Exams, Case Study and Presentation

DATE LAST UPDATED:

Instructor:

Trinity Contact: _____@trinitydc.edu; - *Optional - Phone:

Office Hours:

Course Description: Theory and Practice is an introduction to historical and current leadership theories, effective contemporary leadership practices, and how the scholar and the practitioner might inform each other for greater effect. This course will emphasize the student's analysis of themselves as leaders while preparing them to make use of their strengths and opportunities. Topics included in this course will include transformational leadership, women in leadership, multicultural leadership, classic management theories, and ethical management. Formerly titled Theories of Leadership and Organizational Change 3 credits

Course Objectives: Upon completion of this course, students will be able to:

- Define leadership and explain the theories and practices of leadership
- Self-analyze your own leadership to determine personal strengths and weaknesses
- Apply historical analyses of leaders to today's intercultural realities
- Identify and utilize transformational and authentic leadership styles in personal and organizational contexts
- Utilize tools learned in this course to solve work-related leadership issues

MSA in Organizational Management Program Goals prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals
5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources
7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goal(s): 1, 2, 4, 5

SHRM Content Area(s): Ethics, Managing a Diverse Workforce, Change Management, Internal Consulting

Methods of Assessment: The Leadership Analysis paper (10-12 pages) with full citations and references; and a team presentation. The BGS Graduate Writing Rubric will be used to assess the assignment. Intercultural Leadership Team presentations will be assessed using the Oral Communication (30%) and the Intercultural Knowledge (70%) rubric. Other assignments as determined by the instructor.

Required Text:

L-B = Lapid-Bogda, G. (2007) *What type of leader are you? Using the Enneagram system to identify and grow your leadership strengths and achieve maximum success.* New York, NY: McGraw Hill

M = Moodian, M. A. (2009) *Contemporary Leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations.* Thousand Oaks, CA: Sage Publications

N = Northouse, P. G. (2015) *Leadership: Theory and practice, (7th ed.).* Thousand Oaks, CA: Sage Publications

Additional Reading: Assignments and handouts as given by the instructor.

Recommended Reading:

American Psychological Association. (2009). *Publication manual of the American Psychological Association.* Washington, DC: Author.

Goleman, D. (1998) *Working with emotional intelligence* New York, NY: Bantam Books

Graduate Grading Scale					
	A	100-93	A-	92-90	
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	F	72 and below

Assignment Contribution Towards Grade	
Assignments	Points Toward Grade
Plagiarism will not be tolerated in drafts, posts, or final assignments.	
Weekly Class Attendance & Participation – Participation requires thorough preparation for class each week accomplished by completing <u>all</u> assigned readings, and is demonstrated by active and thoughtful contributions to class discussions.	25% (3% * 7 + 1 * 4%)

MSA IN HUMAN RESOURCES MANAGEMENT

<p>Weekly Forums 1 to 7</p> <ul style="list-style-type: none"> • 	<p>30%</p> <p>(7 * 4% + 1*2%)</p>
<p>Leadership Analysis Paper: <i>Analyze a leader you personally know, or have known and compare and contrast them and yourself to the theories and to each other. Use the three textbooks and at least 3 scholarly references from the Trinity online databases.</i></p> <ul style="list-style-type: none"> • Theories for analysis paper <ul style="list-style-type: none"> ○ Your two sections of theory analysis may only include the following theories ○ Transformational, Authentic, Servant, and Adaptive Leadership <ul style="list-style-type: none"> ▪ You may support these with any theories or topics from the three course texts • You must include the Enneagram and Intercultural Leadership in the paper <ul style="list-style-type: none"> ○ Do more than cite, discuss your leader in relation to material from Lapid-Bogda and from Moodian • You may also make use of other theories in your analysis and discussion throughout the paper. • Assessed using the BGS Writing Rubric 	<p>25%</p> <p>Draft 1 = 10 %</p> <p>Final Version = 15 %</p>
<p>Intercultural Leadership Team Presentation: (Team will be assigned a chapter from Moodian Section IV) this is to be a formal 10-minute presentation with another 5 minutes for critical questions using power point slides and other teaching aids if you find them necessary. Don't forget to use the theories covered in the course. Each group member will actively participate in the preparation and delivery of the assignment.</p> <ul style="list-style-type: none"> • Oral Communication Rubric (50%) • Intercultural Knowledge Rubric (50%) 	<p>20%</p>
Total Percentage	100%

Course Schedule				
Week #	Date	Reading Due Prior to Class	Topics Covered	Assignments Due
1		L-B 1 & 2 N 1, 2, 3, 4 M 1 & 2	Check in - L-B's Type & Drive Introduction, Trait, Skills, Behavior, Basics of Culture	Forum 1 (LI 2-3-4)
2		L-B 3 N 5, 6, 7 M 3	Check in - L-B's Self-Mastery Situational, Path-Goal, LMX Multicultural Vision	Forum 2 (LI 5-6-7)
3		L-B 4 N 8, 9 M 4	Check in - L-B's Strategic Business Transformational and Authentic Leadership Managing Cultural Diversity	Forum 3 (LI 8-9)

MSA IN HUMAN RESOURCES MANAGEMENT

4		L-B 5 N 10, 11 M 5	Check in - L-B's Communication Servant and Adaptive Leadership Religious and Spiritual Diversity	Forum 4 (LI 10-11) Leadership Paper - Draft 1
5		L-B 6 N 15 M 8	Check in - L-B's People Skills Gender and Leadership Training for Cultural Learning	Forum 5 (LI 15)
6		L-B 7 N 16 M 9	Check in - L-B's High Performing Teams Culture and Leadership Leading Across Cultures	Forum 6 (LI 16)
7		L-B 8 M 10 & 12	Check in - L-B's Decision- making Developing an Intercultural Practice in Today's World	Team Presentations - in class as scheduled Leadership Paper - Final Version
8		L-B 9 N 13	Check in - LB's Change Mastery A Final Word - Leadership and Ethics	Forum 7 (LI 13) Team Presentations in class as scheduled Forum 8

Important Dates for This Course

Add/Drop	
Withdraw	
Holidays	

Additional Course & Classroom Management Policies

Assignment Descriptions

Class Participation – 25% – Students are expected to attend every class and actively participate in all discussions, having completed assigned readings prior to each class. Class discussions are critical to the learning process, and the better the discussions, the more everyone will learn. The professor's role is to guide the discussion and inject food for thought, not to dominate the discussion and provide a monologue. I will at times make controversial statements and play "devil's advocate" in order to better stimulate your

discussions, but I am more interested in hearing your thoughts on the topics we will discuss. Unexcused absences will result in a 10% reduction to the class participation grade; excused absences 4%.

Weekly Forum Leadership Instrument Posts – 30% - Write a first level post using the Leadership Instruments found at the end of each chapter from chapter 2 through chapter 16 in the Northouse text. Report your score and integrate what you have learned in the assessment with what has been covered in the class each week, to include the Lapid Bogda and Moodian reading for the week. To be posted in each of the seven weekly forums. Think of these as a one page (2-3 paragraph) briefs. Much like a summary you want to be concise and thorough.

Leadership Analysis Paper -30% – Students will analyze a leader they *personally know, or have known* and compare and contrast them to the theories and to themselves. In the introduction students may use any theories or topics from the course to discuss the leader. However, the analysis of the leader will use two major theories from the Northouse text from this list: Transformational, Authentic, Servant, and Adaptive Leadership.. In the analysis sections of the paper students choose two theories for the leader analysis, as noted above. Support any section of the paper from introduction to conclusions with any chapter of Northouse, the Goleman and Lapid-Bogda texts, and your online database references. . Details of the assignment:

- The final paper will be a critical and scholarly work.
- The three (3) course texts and at least three (3) scholarly works must be used to support your analysis.
 - You must include the Enneagram and Intercultural Leadership in your discussion and analysis of your leader.
 - The paper must include at least three (3) scholarly sources in addition to the class texts as part of this work. The ABI/Inform database in the Trinity Online Databases is recommended for management subjects, others are also useful. See the link below in Academic Resources.
- Please use the BGS Publishing style to guide the formatting of this paper. Please use the APA Publication Manual (6th ed.) as a guide for writing style, displaying data, citing references, and formatting citations and references.
 - The paper should include a title page, abstract, table of contents, introduction, subsections for the theory analysis of the leader, a summary of the analysis conclusions, and references.
 - The body of the paper should be submitted in Moodle as an electronic file in the current version of MS Word, approximately 10-12 pages from introduction through the summary, typed, double-spaced, 12-point Times New Roman font, with 1 inch margins.
- Writing assistance is available through the Writing Center and Dr. Wood. See the Academic Resources section below.
- All papers will be properly cited and referenced to APA standards, use chapters 6 & 7 of the manual as a guide.
- The paper will be completed in three drafts, as follows:
 - **First draft:** Covers up to the first theory from chapter 8 through 11: will be graded on all aspects of the assignment, to include grammar & style .
 - **Final draft:** Analyzes all frames and is a complete paper: This submission should meet the quality of an A graded paper: You will be graded on all aspects of the assignment, to include grammar, style, responsiveness to professor feedback, application of critical thinking skills, etc.

Intercultural Leadership Team Presentation -30% – Each team will present an analysis of Leadership issue analysis (Team determined, instructor approved topic) this is to be a formal 10-minute presentation, with 2-3 minutes for questions. MS Power Point slides are required; presenters may other teaching aids as they find them necessary. Incorporate 2-3 theories covered in the course. Each group member will actively participate in the preparation and delivery of the assignment, In addition to a hardcopy of the slides, you will submit a 1-page executive summary (formatted the same as for the Analysis Paper) of your presentation to the instructor at the time you present; this summary will also be graded. Presentations will be conducted during the last two classes.

ADMN 611 Negotiation & Conflict Management**Summer 2015, Section 1****Room: TBD****Credits: 3****Minimum Passing Grade: C, B or better for good standing****Class Format: Lecture,****This course fulfills: MSA Specialization requirements for Human Resources Management****Methods of Instruction: Lecture, Discussion****DATE LAST UPDATED:****Instructor:****Trinity Email:****Office Hours:**

Course Description: The Negotiation and Conflict Management course engages students in the theories and practice of negotiating for results by determining a position and alternate scenarios. Students will also engage in an analysis and evaluation of the perspectives of intervention in, the resolution of conflict, and the prevention of conflict. Students compare and contrast theories, implement practical negotiation and mediation skills, which will recognize, prevent, or resolve conflicts, and foster teamwork through classroom discussion, experiential exercises, the examination of case studies, and presentation of analysis and resolutions. Students will exhibit competence in assessing conflict situations, design and implement interventions using dialogue, reframing, and negotiation to moderate and contain conflict revealing the opportunities it masks in a business context and the organizational environment. 3 Credits Prerequisites: None

Course Objectives: Upon completion of this course the student will be able to:

- Develop an overview of the major theories of conflict and conflict intervention
- Understand and apply the elements, causes, and nature of conflict
- Analyze and assess the motives of individual and groups in conflict and how they engage in and avoid conflict
- Assess how communication processes might be used to manage escalating conflict by constructing positive narratives
- Develop and implement conflict intervention processes, including negotiation, mediation, and third party decision-making

MSA in Organizational Management Program Goals prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals
5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources
7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goal(s): 1,4,5

MSA IN HUMAN RESOURCES MANAGEMENT

SHRM Content Area(s): Employee & Labor Relations; Indirectly: Change Management, Organizational Development

Methods of Assessment: The Group Presentation assignment will be assessed using the Oral Communication rubric (40%) and the Team Collaboration rubric (60%). The Conflict Management Paper will be assessed using the BGS Graduate Writing rubric, students should use the BGS Publishing Style as a guide. Other assignments as determined by the instructor. The individual Conflict Presentation will be assessed using the Oral Communication rubric.

Required Text:

Mayer, B. (2012). *The dynamics of conflict*, (2nd ed.). San Francisco, CA: Jossey Bass, ISBN 9780470613535
 Bolton, R. (1979). *People skills: How to assert yourself, listen to others, and resolve conflicts*. New York, NY: Touchstone Book, ISBN 9780671622480
 Stone, D., Patton, B. M., & Heen, S. (1999). *Difficult conversations, How to discuss what matters most*. New York, NY: Penguin Books, ISBN 9780143118442

Additional Reading:

Assignments and handouts as given by the instructor.

Recommended Reading:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.
 Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. New York, NY: Penguin Books.
 Ury, W. (1993). *Getting past no: Negotiating your way from confrontation to cooperation*. New York, NY: Bantam Books
 Ury, W. (2007). *The power of a positive no: Save the deal, save the relationship, and still say no*. New York, NY: Random House Publishing.
 Hocker, J. L. & Wilmot, W. W. (2014). *Interpersonal conflict*. New York, NY: McGraw-Hill

Graduate Grading Scale					
Graduate Grading Scale		A	100-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	F	72 and below

** Place key due dates in your phone and or email calendar with early reminders.

Assignment Contribution Towards Grade	
Assignments	Points Toward Grade
In Class Exercises	20%
Group Presentation	20%
Individual Paper	30%
Class Participation	15%
Attendance	15%
Total Percentage	100%

MSA IN HUMAN RESOURCES MANAGEMENT

Course Schedule				
Week #	Date	Topics Covered	Reading Assignments for Class	Assignments Due
1		The Nature of Conflict and How We Approach Conflict	Mayer 1-2 Bolton 1-2 Stone 1	
2		Power, Culture, and Conflict	Mayer 3-4 Bolton 3,4,5,6,7 Stone 2,3,4	In Class Exercise
3		Engaging & Resolving Conflict	Mayer 5-6 Bolton 8,9,10,11 Stone 5,6	In Class Exercise
4		Communication & Conflict	Mayer 7 Bolton 13,15 Stone	In Class Exercise
5		Negotiation & Working with Impasse	Mayer 8-9 Bolton 12,14 Stone 7,8,9	Optional Draft of Paper In Class Exercise
6				Group Presentations
7		Mediation, Other Approaches to Conflict Intervention	Mayer 10-11 Stone 10,11,12	Individual Paper
8		Why We Intervene in Conflict	Mayer 12	

Important Dates for This Course	
Add/Drop	Tuesday June 02, 2015
Mid Term Grades are due	Midnight Sunday June 28, 2015
Withdraw	11 PM Wednesday July 01, 2015
Holidays	Fourth of July Weekend; Friday July 03 through Sunday July 05 - All campus resources are closed
Final grades are due	11 PM Thursday July 23, 2015

Additional Course & Classroom Management Policies

Assignment Descriptions**In Class Exercises**

A workplace scenario will be presented to students, who will then break into small groups of two to discuss the scenario. The class will come back together and two students will role play the scenario. Finally, the class will discuss how to address each perspective.

Team Presentation

Teams will be assigned a topic from below. The presentation will consist of a lesson as presented in eh workplace for professional development. Presentations should consist of 10-15 slides in MS Power Point and should be engaging and informative. Teams will have 8-10 minutes to present and 5-8 minutes for Q&A. Slides will be submitted electronically via Moodle.

Topics:

Communication in Conflict, Listening & Reflection in Conflict, Identifying and Responding to the Conflict Conversations, Assertion Skills in Conflict, Creating Learning Conversations

Requirements: Each team will present an analysis of their chosen topic. This is to be a formal 10-minute presentation, with 3 to 5 minutes for questions. Focus on the material in the related texts and be to use the theories covered in the course. Each group member will actively participate in the preparation and delivery of the assignment. MS Power point slides are required; presenters may also use other aids. Each group will submit a 1-page executive summary (formatted the same as for the Analysis Paper) of the presentation to the instructor at the time you present; the summary and the slides will be submitted on Moodle for grading.

Individual Paper

Students will analyze a professional or workplace conflict they personally have experienced. The conflict will be analyzed using the course materials and the course texts (Mayer, Bolton, Stone, et al.). Please use pseudonyms for persons and organizations.

- The paper must include at least 3 scholarly sources in addition to the class texts as part of this work. The Proquest and ABI/Inform databases in the Trinity Online Databases are recommended, others are also useful. The references in the course texts might also be useful. See also the links below in Academic Resources.
- Please use the BGS Publishing style to guide the formatting of this paper. Please use the APA Publication Manual (6th ed.) as a guide for writing style, displaying data, citing references, and formatting citations and references.
 - The paper will be an electronic file in MS Word, approximately 8-10 pages (from introduction through the conclusions), typed, double-spaced, 12-point Times New Roman font, with 1 inch margins, and proper formatting, to include a:
 - Title page, Abstract, Table of contents,
 - Body of the paper includes: Introduction, conflict analysis, conflict management recommendations, conclusions, and
 - References.
- All papers will be properly cited and referenced to meet APA standards using chapters 6 & 7 of the Publishing Manual of the APA (6th ed.) as a guide.
- Writing assistance is available through the Writing Center and Dr. Wood. See the Academic Resources section below.

ADMN 672 Organizational Staffing

Fall 2014, Section _

Room: TBD

Credits: 3

Minimum Passing Grade: C, B or better for good standing**Class Format:** Lecture,**This course fulfills:** MSA HRM Concentration**Methods of Instruction:** Lecture, Discussion**DATE LAST UPDATED:****Instructor:****Trinity Email:****Office Hours:**

Course Description: Organizational Staffing: Planning and Management students will appraise and implement policies, practices, develop strategies for, and evaluate the effectiveness of workforce recruiting, hiring, development, retention, and organizational exiting to facilitate and sustain a workforce that shares the vision, culture, and goals of the organization, and meeting the organization's strategic management goals and objectives. Students will examine and evaluate policies and practices for job analysis, pre hiring assessment, placement, promotion, and legal compliance. Formerly ADM 672 Organizational Staffing. 3 credits Prerequisites: ADMN 677 preferred

Course Objectives: Students will be able to

- Analyze and evaluate recruitment and retention initiatives for effectiveness and inclusivity for developing a diverse, capable, and engaged workforce;
- Develop strategic plans to align the organization's human capital with the vision, mission, and strategic goals of the organization
- Implement strategic initiatives to engage and retain key talent and high performing associates
- Evaluate and report the efficacy and effectiveness of strategic initiatives

MSA in Organizational Management Program Goals prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals
5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources
7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

MSA IN HUMAN RESOURCES MANAGEMENT

The content of this course introduces/advances the identified program goal(s): 1, 2, 3, 4, 5, 7

SHRM Content Area(s): Managing a Diverse Workforce, Staffing: Recruitment & Selection (with onboarding & socialization), Workforce Planning & Talent Management, Internal Consulting, Organizational Development

Methods of Assessment: The group strategic **Recruitment and Retention Plan Project Presentation** will be graded using the *Critical Thinking rubric* (50%) and the *Intercultural Knowledge rubric* (50%). The group strategic **Recruitment and Retention Plan Project Paper** will be graded using the BGS Writing rubric. The Students will find the Team Collaboration rubric, the Oral Communication rubric, and the BGS publishing style guide helpful in completing their assignments.

Required Text:

Heneman III, H. & Judge, T., & Kammeyer-Mueller, J. (2011). *Staffing organizations*, (7th ed.). Washington, DC: McGraw-Hill

Additional Reading: Assignments and handouts as given by the instructor.

Recommended Reading: American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Graduate Grading Scale					
		A	100-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	F	72 and below

Assignment Contribution Towards Grade	
Assignments	Points Toward Grade
Class attendance and Substantive classroom participation	20
Exam	20
Article Analysis	15
Group Paper	30
Group Presentation	10
Team Collaboration	15
Total Percentage	100%

MSA IN HUMAN RESOURCES MANAGEMENT

Course Schedule				
Week #	Date	Topics Covered	Reading Assignments for Class	Assignments Due
1		Introduction, Syllabus overview, Staffing Models and Strategy		
2		Legal Compliance / Planning	Chapter 2 & 3	
3		Job Analysis & Rewards	Chapter 4	First Draft of Group Paper by 10:00 pm
4		External Recruitment Internal Recruitment	Chapter 5 & 6	Exam
5		External Selection, External Selection II,	Chapter 8 & 9	Article Submission
6		Internal Selection Decision Making	Chapter 10 Chapter 11	
7		Final Match Retention Management	Chapter 12 Chapter 14	
8		Group Presentation Paper submitted via Moodle		Final Paper PowerPoint

Important Dates for This Course	
Add/Drop	
Withdraw	
Holidays	

Additional Course & Classroom Management Policies

Assignment Descriptions

Group Project: The group will develop a recruitment and retention plan to address a problem in a company. In the introduction, the group should ground the problem in its background and historical context to establish relevance (rhetorical argument) that reflects a deep level of understanding of the problem and how to address the problem. The plan will be developed in draft and then in final draft.

Paper: Please use the BGS Guide to guide the formatting of this paper. Please use APA Publication Manual (6th ed.) as a guide for writing style, displaying data, citing references and formatting citations and references.

- Recruitment and retention plan should include a title page, table of contents, introduction, subsections and reference page. The plan should include at least scholarly works to support analysis.
- The body of the plan should be an electronic file in the current MS Word, approximately 8-10 pages (not including title page and reference page). The plan should be typed, double-spaced, 12 point Times New Roman font with 1 inch margins.

The paper will be worth **30%** of your grade to be completed in two drafts, as follows:

- Includes the introduction and rhetorical argument developing the topic, and a table of contents of the remainder of the paper recruitment and retention plan.
- This submission should meet the quality of an A graded paper. You will be graded on all aspects of the assignment, including grammar, style, responsiveness to professor feedback, application of critical thinking skills, etc.

Presentation: The presentation of your material is **10%** of your grade. Each group will present a summary of their work in a Power point presentation on the last day of class. The presentation should be no more than 8 slides. Each team will have 30 minutes to present and a time for Q&A.

Article Analysis: Each student is required to submit a “Staffing in the News” report. The purpose of this assignment is to connect current events to the course material. Articles from business journals, magazines, and newspapers and online sources may be utilized. Once an article is identified you will prepare a short (4-6 pages) with the following information: 1) brief synopsis of what the article discusses; and 2) identify the connection of the content of the article to course material. Please attach the article to the paper. A total of **15%** of your grade will be based on this submission.

The paper will be worth **15%** of your grade to be completed in two drafts, as follows:

- First draft: Includes the introduction and rhetorical argument developing the topic, and a table of contents of the remainder of the paper. Will be graded on all aspects of the assignment, to include grammar & style.
- Final draft: Is the completed analysis of the article, which incorporates the instructor’s comments and feedback from the first draft. This submission should meet the quality of an A graded paper. You will be graded on all aspects of the assignment, including grammar, style, responsiveness to professor feedback, application of critical thinking skills, etc.

Writing assistance is available through the Writing Center. See the Academic Resources section below.

Exam: One exam will be given to assess the understanding of and ability to integrate and apply the basic concepts, processes, and issues covered in a specified number of chapters. A total of **20%** of your grade.

Team Collaboration: Students will assess each team member and themselves using the rubric provided. This is worth **15%** of your grade and affects each of your team members so please be honest and accurate.

ADMN 673 Human Resources Law: Labor & Union Relations**Spring 2015, Section 1****Room: TBD****Credits: 3****Minimum Passing Grade: C, B or better for good standing****Class Format: Lecture,****This course fulfills: MSA Specialization requirements for Human Resources Management****Methods of Instruction: Lecture, Discussion****DATE LAST UPDATED:****Instructor:****Trinity Email:****Office Hours:**

Course Description: The Human Resources Law: Government, Labor, & Union Relations student will assess and evaluate the policies and practices of the organization by comparing them to labor laws to determine effective strategies for promoting positive and productive relationships with the workforce, individually or collectively. Students will examine the history and application of US labor laws covering topics such as the National Labor Relations Act, alternative dispute resolution, public employment, regulating union activities, OSHA, discrimination laws, ADA, and employee privacy to develop effective assessments of compliance. Formerly ADMN 673 Key Legal Issues in HR Management.

Course Objectives: Students who complete this course will:

- Understand the relationship between employment and labor laws and responsible staffing
- Will have surveyed major legislation designed to protect and sustain a viable workforce, such as; the ADA, Title VII, FLSA, FLMA, OSHA, NLRA, & the LMRA
- Be able to evaluate situations for instances of unfair labor practices, negligent hiring, and harassment
- Be able to institute employee relations programs
- Establish workplace policies and procedures
- Evaluate employee grievances and resolve complaints with legislative agencies
- Implement collective bargaining strategies

MSA in Organizational Management Program Goals prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals
5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources
7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goal(s): 1,4,5

SHRM Content Area(s): Employee & Labor Relations, Employment Law, Ethics, Internal Consulting

MSA IN HUMAN RESOURCES MANAGEMENT

Methods of Assessment: *On-call Participation Assessments: Handouts* will be given out in class and will be assessed using the *Problem-Solving* rubric. The **Case Study Presentations** will be assigned the previous week and will be assessed using the *Critical thinking* (60%) and the *Oral Communication* (40%) rubric. **Quizzes and Final Exam** will test student's knowledge of the employment laws covered in this course.

Required Text:

Employment Law for Business (7th), by Dawn D. Bennett-Alexander and Laura P. Hartman, (McGraw Hill Irwin Publishers – ISBN: 978-0-07-352496-2). Please bring the book to class every session, as we will refer to it at all times.

Additional Reading:

Assignments and handouts as given by the instructor.

Recommended Reading:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Graduate Grading Scale					
		A	100-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	F	72 and below

Assignment Contribution Towards Grade	
Assignments	Points Toward Grade
Each student is expected to play an active role in class by participating in the discussions and activities, sharing their experiences, and providing valued feedback. A total of 100 points are available in the various class and individual activities. Credit will be given for the following class components:	
Class Participating /Attendance	10
On-call Participation, 2 Handouts (5% each) , 2 Case Studies & Presentations (15% each)	40
Quizzes – Weeks 2 – 7	30
Final Exam – Week 8 (cumulative)	20
Total Percentage	100%

Course Schedule				
Week #	Date	Topics Covered	Reading Assignments for Class	Assignments Due
1		The Regulation of Employment - Employment Law Toolkit - Title VII of the Civil Rights Act of 1964	Chapters 1, 2, 3	

MSA IN HUMAN RESOURCES MANAGEMENT

2		Legal Construction of the Employment Environment - Employee's Right to Privacy and Mgmt of Personal Information	Chapters 4, 14	Quiz - Chapters 1, 2, 3 Handout 1
3		Affirmative Action - Race and Color Discrimination	Chapters 5, 6	Quiz - Chapters 4, 14 Case & Presentation 1
4		Gender Discrimination - Sexual Harassment	Chapters 8, 9	Quiz - Chapters ,5 6
5		Affinity Orientation Discrimination - Religious Discrimination	Chapters 10, 11	Quiz - Chapters 8 & 9 Handout 2
6		National Origin Discrimination - Age Discrimination	Chapters 7, 12	Quiz - Chapters 10, 11 Case & Presentation 2
7		Disability Discrimination - Selected Employment Benefits and Protections	Chapters 13, 16	Quiz - Chapters 7, 12
8		Final Exam - all chapters	All chapters	Chapters 1-14, 16

Important Dates for This Course

Add/Drop	
Withdraw	
Holidays	

Additional Course & Classroom Management Policies

Assignment Descriptions

Team Presentations

At the beginning of the semester, teams will be formed and will be assigned chapters from the textbook. In presenting teams should address important issues raised by the chapter/discuss concepts and theories and relate them to real-life situations. Where applicable, use problem-solving analysis to enrich the presentation.

Feel free to be creative in presenting, it is not necessary to lecture all the points! Adult learning thrives in an interactive and stimulating environment.

- All team members must participate in the presentation
- Give handouts, as may be necessary
- Allow for 15 minute question and answer period
- Format, content, and an overall rating will be criteria used

Quizzes

- There will be a quiz weekly on the material covered the previous week in class.
- There will be no makeup quizzes.
- Quizzes are worth 60% of the final grade.

Final Exam

The final exam (Week 8) will be cumulative and worth 20% of the final grade.

Class Attendance and Participation:

- One of the most important requirements of this course is regular class attendance. Students are expected to be punctual and remain for the entire class. As a courtesy to all in attendance, please ensure all cell phones are turned off while in class.
- Each student is responsible for all assignments and instructions announced in class even if you are not present. If you are unable to attend class, you are expected to contact the instructor in advance. If you miss a class, you are encouraged to contact your classmates to find out what you missed. Attendance problems will have an impact on the student's overall grade (see below).
- Learning in an interactive process; not a spectator sport. To comprehend the material for this class, you must talk about what you are learning, write about it, and relate to what you have learned to past experiences, and apply the new knowledge in your daily life. Active participation in class discussions and activities, including your "on-call" responsibility, and interactions with your classmates are essential aspects of this class.
- I want to remind all students that if they believe their outside work will take them away from any class time for whatever reason, it may be best to take another course. Likewise with your personal responsibilities – you should make every effort to arrange for those responsibilities to be taken care of so you can attend class. It is a short 8-week course and absences will compound the problems you will have in taking the exam and/or participating in the class.
- You should be aware that I reserve the right to drop your grade if you have any unapproved absences from class. Of course, genuine emergencies with proper documentation will be honored.

ADMN 674 Human Resources Development

Fall 2014, Section _

Room: TBD

Credits: 3

Minimum Passing Grade: C, B or better for good standing**Class Format:** Lecture,**This course fulfills: MSA HRM Concentration****Methods of Instruction:** Lecture, Discussion**DATE LAST UPDATED:****Instructor:****Trinity Email:****Office Hours:**

Course Description: The Human Resources Development student will enable the organization's strategic management goals and objectives by implementing intervention initiatives to develop and sustain the organizations continuous learning environment. Students will assess the learning, motivational drives, and development requirements of the organization's human capital, will determine performance objectives, measurements, and evaluations, will design and implement initiatives and interventions that promote the development of positive organizational culture and continuous learning, will evaluate the effectiveness of these initiatives and interventions. 3 credits Prerequisites: ADMN 677 preferred

Course Objectives:

- Determine how best to meet workforce development needs and the appropriate strategic initiatives;
- Plan and implement effective and inclusive training, development, and education opportunities that align with the vision, mission, and strategic goals of the organization;
- Analyze, develop, and evaluate strategies for maximizing performance and improving the employee to organization fit;
- Report the changes in meeting workforce development goals and the efficacy and effectiveness of strategic initiatives

MSA in Organizational Management Program Goals prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals
5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources
7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goal(s): 1, 2, 3, 4, 5, 7

SHRM Content Area(s): Job Analysis & Job Design, Managing a Diverse Workforce, Outcomes: Metrics & Measurements of HR, Performance Management, Training & Development, Workforce Planning & Talent Management, Change Management, Internal Consulting, Organizational Development

Methods of Assessment: The individual **HRD Issue Analysis** paper (6-8 pages) will be written in *BGS Professional Style* and will be assessed using the *BGS Writing* rubric. The **Team Training Intervention**

MSA IN HUMAN RESOURCES MANAGEMENT

project involves an analysis of an educational or development need. Students will prepare a report to the board and a presentation detailing their analysis of the issue(s). This project will be assessed using the *Problem Solving* (40%) rubric and the *Intercultural Knowledge* (60%) rubric. Students will find the *Team Collaboration* rubric and the *BGS Publishing Style* guide and the *BGS Writing* rubric helpful in completing their assignments. Students will also be expected to participate critically in the experiential exercises to develop their confidence and hands-on skills.

Required Text:

SH = Swanson, R. A. & Holton III, E. F. (2009). *Foundations of human resource development*. San Francisco, CA: Berrett-Koehler

GF = Goldstein, I. L. & Ford, J. K. (2002). *Training in organizations*, (4th ed.). Independence, KY: Wadsworth - Cengage Learning

Additional Reading: Assignments and handouts as given by the instructor.

Recommended Reading: American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Graduate Grading Scale					
		A	100-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	F	72 and below

Assignment Contribution Towards Grade	
Assignments	Points Toward Grade
Attendance Class Participation – Students will be expected to participate in experiential exercises	20%
HRD Issue Analysis Paper – BGS Writing Rubric Draft 1 – 15% Final – 25%	40%
Team Training Intervention Project Presentation - Oral Communication rubric (100%)	10%
Team Training Intervention Project Team Report – Problem Solving (40%) & Intercultural Knowledge (60%)	30%
Total Percentage	100%

Course Schedule				
Week #	Date	Topics Covered	Reading Assignments for Class	Assignments Due
1		Introduction to HRD Training: Context & Approaches	SH 1 – 2 GF 1-2	
2		Theory & Philosophy in HRD Needs Assessment	SH 3 GF 3-4	Needs Assessment Exercise
3		Perspectives of HRD Evaluation Processes & Procedures	SH 4 GF 5-6	Evaluation Exercise

MSA IN HUMAN RESOURCES MANAGEMENT

4		Developing Expertise Through Training & Development	SH 5 GF 7	Draft 1 HRD Issue Analysis Paper
5		Unleashing Expertise Through Organization Development Training Delivery	SH 6-7 GF 8	Training Deliver Exercise
6		Advancing HRD Interventions & Learning Experiences	SH 8 GF 9	Determining Intervention Exercise
7		HRD into the Future Learning Systems	SH 9	Final HRD Issue Analysis Paper
8		Final Presentations		Team Presentation & Report

Important Dates for This Course	
Add/Drop	
Withdraw	
Holidays	

Additional Course & Classroom Management Policies

Assignment Descriptions

Team Training Intervention Students provide an analysis of an educational or development need for an organization. Students will determine from the course materials and their outside research an appropriate topic, which the instructor should review by the end of the third week.

Presentation Requirements: Each team will present an analysis of their chosen topic. This is to be a formal 20-minute presentation, with 5-8 minutes for questions. MS Power point slides are required; presenters may also use other aids. Each group will submit a 1-page executive summary (formatted the same as for the Analysis Paper) of the presentation to the instructor at the time you present; the summary and the slides will be submitted on Moodle for grading.

Report Requirements: The report should be in a professional format with a title page, executive summary, table of contents. Then 6-10 pages including the discussion of the issue at the focus of the intervention, a discussion of the intervention strategy, expected outcomes, references, and supporting materials appended. You may use infographics, tables, charts, figures, etcetera to reinforce your analysis.

The report and slides will be submitted in the Moodle assignment by one member of the team for grading.

This project will be assessed using the *Problem Solving* (40%) rubric and the *Intercultural Knowledge* (60%) rubric. Students will find the Team Collaboration rubric and the *BGS Publishing Style* guide and the *BGS Writing* rubric helpful in completing their assignments.

HRD Issue Analysis Paper

Students will analyze a professional or workplace human resources development issue they personally have experienced. The conflict will be analyzed using the course materials and the course. Please use pseudonyms for persons and organizations.

- The paper must include at least 3 scholarly sources in addition to the class texts as part of this work. The Proquest and ABI/Inform databases in the Trinity Online Databases are recommended,

others are also useful. The references in the course texts might also be useful. See also the links below in Academic Resources.

- Please use the BGS Publishing style to guide the formatting of this paper. Please use the APA Publication Manual (6th ed.) as a guide for writing style, displaying data, citing references, and formatting citations and references.
 - The paper will be an electronic file in MS Word, approximately 8-10 pages (from introduction through the conclusions), typed, double-spaced, 12-point Times New Roman font, with 1 inch margins, and proper formatting, to include a:
 - Title page, Abstract, Table of contents,
 - Body of the paper (8-10 pages) includes: Introduction, conflict analysis, conflict management recommendations, conclusions, and
 - References.
- All papers will be properly cited and referenced to meet APA standards using chapters 6 & 7 of the Publishing Manual of the APA (6th ed.) as a guide.
- Writing assistance is available through the Writing Center and Dr. Wood. See the Academic Resources section below.

ADMN 676 Compensation and Benefits

Spring 2015, Section 1

Room: TBD

Credits: 3

Minimum Passing Grade: C, B or better for good standing

Class Format: Lecture,

This course fulfills: MSA Specialization requirements for Human Resources Management

Methods of Instruction: Lecture, Discussion

DATE LAST UPDATED:

Instructor:

Trinity Email:

Office Hours:

Course Description: The Compensation and Benefits student will assess and evaluate cost-effective pay and incentive pay structures to meet the organization's human capital and workforce development goals and objectives. Students will evaluate compensation systems and determine their effectiveness, and appraise the organization's total compensation system to promote external competitiveness and internal effectiveness and meet the organization's strategic goals and objectives. Formerly ADM 614 Compensation and Benefits. 3 credits Prerequisites: ADMN 677 preferred

Course Objectives: Students who complete this course will be able to:

- Identify key elements of a base pay and incentive structure for an organization
- Evaluate compensation systems for overall effectiveness
- Discuss the role of an organization's compensation system with regard to external competitiveness and internal effectiveness
- Analyze the objectives, policies, and techniques of a pay model guiding strategic decisions to develop compensations systems
- Implement strategic perspectives in in compensation

MSA in Organizational Management Program Goals prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals
5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources
7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goal(s): 1,2,3,4,5,6

SHRM Content Area(s): Ethics, Managing a Diverse Workforce, Staffing: Recruitment & Selection (with on-boarding & socialization), Total Rewards, Workforce Planning & Talent Management, Internal Consulting

Methods of Assessment:

The **Recruitment & Retention Issue Analysis Paper** will be assessed using the *BGS Writing* rubric; Topics will be determined by the instructor. The **Team Total Rewards Presentation** will require students to analyze and address a total rewards issues and present their solution to the Board of Directors; the assignment will deliver a **report**, assessed using the *Ethical Reasoning* (60%) and a **presentation**, assessed using the *Oral Communication* (40%) rubric. **Weekly Critical Discussions** will contribute to the students class participation grade and the instructor will use the *Critical Thinking* rubric to assess the student’s contributions. Students will find the *BGS Professional Publishing Style* guide and *Team Collaboration* rubrics helpful.

Required Text:

Milkovich, Newman, & Gerhart (2011). *Compensation* (11th ed.). New York, NY: McGraw-Hill ISBN: 9780078029493

Additional Reading:

Assignments and handouts as given by the instructor.

Recommended Reading:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Graduate Grading Scale					
	A	100-93	A-	92-90	
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	F	72 and below

Assignment Contribution Towards Grade	
Assignment will be graded on the following elements: responsiveness to the assignment, completeness and cohesiveness, demonstration of course concepts, critical analytical thinking, written communication skills, and compliance with established academic writing standards. Assignments will receive grades from 0-100.	Points Toward Grade
Weekly Critical Discussions – Class Participation	20%
Individual Recruitment and Retention Issue Analysis Paper – 6-8 Pages; BGS Writing Rubric Draft 1 10% Final Version – 20%	30%

MSA IN HUMAN RESOURCES MANAGEMENT

Team Total Rewards Presentation - Oral Communication Rubric	20%
Team total Rewards Report – Ethical Reasoning Rubric	30%
Total Percentage	100%

Course Schedule				
Week #	Date	Topics Covered	Reading Assignments for Class	Assignments Due
1		Introduction, Syllabus Overview,	Chapters 1 and 2	n/a
2		Determining the Structure: Internal Alignment, Job Analysis, Job Evaluation and Person Based Structures	Chapters 3-6	Chapter 1: Review Questions due
3		Determining the Pay Level: Defining Competitiveness, Designing Pay Levels, Mix and Structures – Moodle discussion	Chapters 7-8	Distribute Mid-term Study Guide by 4/9
4		Determining Pay: Pay for Performance	Chapters 9-10	Job and Person Paper Due Chapter Summary – Group 1
5		Mid-Terms Exam Performance Appraisals	Chapter 11	Chapter Summary – Group 2
6		Employee Benefits: Determining Benefits and Options	Chapters 12-13	Chapter Summary - Group 2
7		Managing the System: Gov and Legal issues – Moodle Discussion	Chapter 17	
8		Final Presentations		

Important Dates for This Course	
Add/Drop	
Withdraw	
Holidays	

Assignment Descriptions

Recruitment & Retention Issue Paper

Students will analyze a professional or workplace human resources development issue they personally have experienced. The conflict will be analyzed using the course materials and the course. Please use pseudonyms for persons and organizations.

- The paper must include at least 3 scholarly sources in addition to the class texts as part of this work. The Proquest and ABI/Inform databases in the Trinity Online Databases are recommended, others are also useful. The references in the course texts might also be useful. See also the links below in Academic Resources.
- Please use the BGS Publishing style to guide the formatting of this paper. Please use the APA Publication Manual (6th ed.) as a guide for writing style, displaying data, citing references, and formatting citations and references.
 - The paper will be an electronic file in MS Word, approximately 8-10 pages (from introduction through the conclusions), typed, double-spaced, 12-point Times New Roman font, with 1 inch margins, and proper formatting, to include a:
 - Title page, Abstract, Table of contents,
 - Body of the paper (8-10 pages) includes: Introduction, conflict analysis, conflict management recommendations, conclusions, and
 - References.
- All papers will be properly cited and referenced to meet APA standards using chapters 6 & 7 of the Publishing Manual of the APA (6th ed.) as a guide.
- Writing assistance is available through the Writing Center and Dr. Wood. See the Academic Resources section below.

Team Total Rewards Presentation & Report

Students develop and report a planned Total Rewards Analysis and Implementation for an organization that at least one member of the organization is familiar with. Students will determine from the course materials and their outside research an appropriate topic, which the instructor should review by the end of the third week.

Presentation Requirements: Each team will present an analysis of their chosen topic. This is to be a formal 20-minute presentation, with 5-8 minutes for questions. MS Power point slides are required; presenters may also use other aids. Each group will submit a 1-page executive summary (formatted the same as for the Analysis Paper) of the presentation to the instructor at the time you present; the summary and the slides will be submitted on Moodle for grading.

Report Requirements: The report should be in a professional format with a title page, executive summary, table of contents. Then 6-10 pages including the discussion of the issue at the focus of the intervention, a discussion of the intervention strategy, expected outcomes, references, and supporting materials appended. You may use infographics, tables, charts, figures, etcetera to reinforce your analysis.

The report and slides will be submitted in the Moodle assignment by one member of the team for grading.

This project will be assessed using the *Problem Solving* (40%) rubric and the *Intercultural Knowledge* (60%) rubric. Students will find the Team Collaboration rubric and the *BGS Publishing Style* guide and the *BGS Writing* rubric helpful in completing their assignments.

ADMN 677- BADM 673 Effective Human Resources Strategies**Summer 2015, Section 1****Room: TBD****Credits: 3****Minimum Passing Grade: C, B or better for good standing****Class Format:** Lecture,**This course fulfills:** MSA Core requirement**Methods of Instruction:** Lecture, Discussion**DATE LAST UPDATED:****Instructor:****Trinity Email:****Office Hours:**

Course Description: The Effective Human Resources Strategies course students, acting as members of the organization's strategic planning team, will use quantitative, financial, accounting, marketing, and technology data to forecast, plan, implement, and evaluate Human Resources policies, practices, and strategies based in best practices as defined by SHRM, in compliance with organizational policy, regulations, and inclusive of the cross cultural and international differences and perspectives of the organizations stakeholders. Students will analyze and assess the human capital needs and resources of the organization and will formulate Human Resources objectives, policies, and practices to meet the strategic organizational goals, manage change initiatives, and to grow and sustain human capital resources. Formerly ADM 511 Effective Human Resource Strategies. Cross-listed with BADM 673. 3 Credits Prerequisites: None

Course Objectives: Upon completion of this course, students will be able to:

- Make human resource decisions that are legal and ethical.
- Create alignment between human resource strategies and business strategies in a cost-effective manner.
- Design work systems and roles that allow employees to contribute to organizational performance.
- Identify, select, and develop people with the competencies that allow them to contribute to organizational performance.
- Use compensation and other HR systems that provide rewards and incentives to attract and retain employees and to encourage them to contribute to organizational performance

MSA in Organizational Management Program Goals prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals
5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources
7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goal(s): 1,2,3,4,5

MSA IN HUMAN RESOURCES MANAGEMENT

SHRM Content Area(s): Employee & Labor Relations, Employment Law, Ethics, HR's Role in Organizations, Job Analysis & Job Design, Managing a Diverse Workforce, Outcomes: Metrics & Measurements of HR, Performance Management, Staffing: Recruitment & Selection (with on-boarding & socialization), Strategic HR, Total Rewards, Training & Development, Workforce Planning & Talent Management, Change Management, Globalization, Internal Consulting, Organizational Development

Methods of Assessment: Three (3) weekly *Issue Analysis Briefs* (Current HR issues will be provided by the instructor) of 2-3 pages in *BGS Professional Writing Style* and using the BGS Writing rubric. **Team Case Study** (Team acting as CEO & C-suite team will analyze and develop a solution for a Real-World Case) will be assessed using the Problem Solving (70%) and Oral Communication (30%) rubrics.

Required Text: Noe, R., Hollenbaeck, J., Gerhart, B., & Wright, P. (2010) *Human resource management*, (9th ed.). New York, NY: McGraw-Hill.

Additional Reading:

Assignments and handouts as given by the instructor.

Recommended Reading:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Washington, DC: Author.

Graduate Grading Scale						
B+		89-87	A	100-93	A-	92-90
C+		79-77	B	86-83	B-	82-80
			C	76-73	F	72 and below

** Place key due dates in your phone and or email calendar with early reminders.

Assignment Contribution Towards Grade	
Assignments	Points Toward Grade
Case 1: Sexual Harassment or Just Friendly Co-Worker	20
Case 2: Moving Away from Annual Evaluations	15
Case 3: Training:, Why the Millennial Generations Needs Differ	15
Final Project	30
Participation / Participation in the discussions is crucial for the learning experience. All students are expected to ask critical, reflective questions, and to respond to classmates and the instructor.	20 (each assignment is work 3.33%)
Total Percentage	100%

Course Schedule				
Week #	Date	Topics Covered	Reading Assignments for Class	Assignments Due
1	5/26-6/1	HR Management	Chapter 1	Get to know you forum

MSA IN HUMAN RESOURCES MANAGEMENT

2	6/2-6/8	The Legal Environment Analysis and Design of Work	Chapter 3 & 4	Weekly Discussion Case 1:-Sexual Harassment or Just a Friendly Co-Worker
3	6/9-6/15	HR Planning & Recruitment Selection and Placement Training	Chapter 5, 6, & 7	Weekly Discussion
4	6/16-6/22	Performance Management Employee Development	Chapter 8 & 9	Weekly Discussion Case 2: Moving Away from Annual Evaluations
5	6/23-6/29	EE Separation & Retention Pay Structures	Chapter 10 & 11	Weekly Discussion
6	6/30-7/6	Pay & EE Recognition EE Benefits	Chapter 12 & 13	Weekly Discussion Case 3: Training: Why the Millennial Generation's Needs Differ
7	7/7-7/13	Labor Unions & Labor Relations Global HR		Weekly Discussion
8	7/14-7/20			Final Project due 7/17

Important Dates for This Course	
Add/Drop	
Mid Term Grades are due	
Withdraw	
Holidays	
Final grades are due	

Additional Course & Classroom Management Policies

Assignment Descriptions

Weekly Discussions: All students are expected to ask critical, reflective questions, and to respond to classmates and the instructor.

Case Studies: Students will read the articles provided for each of the three topics and then will write a 2-3 page brief (precisè). Each brief will start with the student's name and date, then the title of the case, which is followed by a discussion of the issue in general, working to more specific detail, then conclusions and/or recommendations, finishing with a summary of your paper. Use Toulmin's argument structure as a guide (See the BGS student resources). Be certain to cite and reference according to APA 6th edition chapters 6 & 7. Each paper will show a breadth of knowledge and in depth mastery of detail. This is an exercise in developing your ability to express a logical argument, the first step in persuasion and influence.

Final Project: The final project, Each team starts a fictitious small business (approximately 30 employees), will give you an opportunity to view real-world issues through a human resource management lens. It should be a business that is related to your careers and is interesting to you and your classmates. Groups will consist of 3-4 members each. As group collaboration is such an important part of our experience together in class, I will expect each group to cooperate productively and amicably. If group dynamic issues arise on the team, please resolve them before they adversely affect the grade of any or all on the team. The Team collaboration rubric will guide you in good team citizenship.

Content – The project requires you to make very specific recommendations about what HR policies are appropriate for your business, applying the content from the class to your small business. For example, one of the early chapters will go over human resource planning and recruitment. You will apply those topics to your business to decide things such as how to deal with an initial labor shortage, what sources to use for the recruitment of new employees (for a new start-up company), and how to ensure that new recruits will stay with your organization. At least several different topics should be included (example: recruitment, training, benefits, pay structure, performance management, etc.).

Presentation – In preparing and delivering this presentation, you are to pretend that you are attempting to “sell” your business idea to a group of potential investors called HR-Inc. The people at HR-Inc. are not traditional investors, because they do not care how good your business’s product or service is, nor do they care about the soundness of your business strategy. They do not even care whether your business will make money. All they care about is how good your HR practices are. If you have good HR practices, they will invest in your business. If you make bad HR choices, they will not give you a dime. Your goal is therefore to impress them with your HR knowledge.

Format – The final project will culminate in a report to the investors (using BGS Writing guidelines) of 6-8 pages (plus a title page and references), and Power point presentation (no more than 8 slides with detailed notes in slides as if you were presenting the material in person), the final is due on Friday, July 17, 2015. Only one group member should submit the paper and presentation on behalf of the efforts of the entire group.

Slides should include graphics, tables and background research information.

The assessments above will be used in grading the paper and presentation.

INT 601 Introduction to Research Design & Methods

Spring 2015, Section _

Room: TBD

Credits: 3

Minimum Passing Grade: C, B or better for good standing

Class Format: Lecture,

This course fulfills: MA ISS, MA COM, MSA Research Requirement

Methods of Instruction: Lecture, Discussion, Experiential Exercise, Quizzes, Lab/Fieldwork

DATE LAST UPDATED:

Instructor:

Trinity Contact:

Office Hours:

Course Statement: Research is a complex, dynamic, and difficult subject. However it can be made enjoyable and informative as you develop research designs, data collection instruments, and discover evidence that describes phenomena or proves a hypothesis in support of a theory. This course is designed to develop your general skills and knowledge as a researcher; and building your competence in designing your own research project for your capstone courses.

The goal of *Social Science* research is to know the truth of *Human Experience* and the *Phenomena* of our existence. Scientifically collected evidence is the basis of *Scientific Truth*. A research study's conclusions, implications, & recommendations are reflections of what we can know of scientific truth.

Course Description: This course instructs students in the importance of research design and methods in producing reliable and verifiable data for use in evidence based analysis and making conclusions in applied "real world" research that will have a direct relation to the student's career. Students will learn to define scientific knowledge and how worldviews and philosophical underpinnings inform research methodologies, cite and reference in APA style, and write an argument in an academic voice. Topics covered in this course include developing a research topic, identify, analyze, and synthesize literature in the field of study, writing the literature review, developing the research question, a review of qualitative, quantitative, and mixed methods research methodologies and designs, units of analysis, ethical issues and the role of an institutional review board in conducting research, data collection, describe and analyze the data, test hypotheses, form a reasoned argument and conclusions based on a synthesis and evaluation of the evidence provided by the research design. Students may use this course to develop a pilot study for their thesis or capstone course. Formerly: ADMN 609, COM 602 and ISS 680 Credits: 3 Prerequisites: None

Course Objectives: Students who successfully complete this course will be able to:

- Describe the nature of scientific inquiry and how the differences among schools of thought influence research theories.

- Demonstrate an understanding of the research process by composing a research proposal that includes an introduction, literature review, research methodology, and references.
- Develop a research design using the two major research methodologies.
- Define and demonstrate ethical behavior in the conduct of research.

Program Goals: The MA in Communication, MA in International Security Studies, and the MSA in Organizational Management degree programs prepares professionals to:

1. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goals. 1.

SHRM Content Area(s): Indirectly - Outcomes: Metrics & Measurement of HR

Methods of Assessment: The student's **written assignments** will be assessed with the BGS Publishing Style and the *BGS INT 601 Combined Research Proposal* rubric. The student's **Statlabs and statistics exams** will reflect *Research and Quantitative Literacy*. The **final presentation** will be assessed using the *Oral Communication* and the *Quantitative Literacy* rubrics.

Required Text:

Remler, D. K. & Van Ryzin, G. G. (2010). *Research methods in practice: Strategies for description and causation*. Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4129-6467-8

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass. ISBN: 978-0-470-28354-7

Szafran, R. F. (2012). *Answering questions with statistics*. Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4129-9132-2

Additional Reading: Assignments and handouts as given by the instructor.

Recommended Reading: *Texts noted with an asterisk are required in your capstone course.*

*American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 13: 9781433805615. -The Basis for the BGS Publishing Style

Booth, W. C., Colomb, G. G., & Williams, J. C. (2008). *The craft of research*. Chicago, IL: University of Chicago Press. ISBN: 0-226-06568-5. -Use section II to develop your research topic, questions, and purpose

Bui, Y. N. (2014). *How to write a master's thesis*. Thousand Oaks, CA: Sage Publications. ISBN: 9781452203515

Creswell, John (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.), Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4129-6557-6

MSA IN HUMAN RESOURCES MANAGEMENT

- *Creswell, John (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.), Thousand Oaks, CA: Sage Publications. ISBN: 9781452226101. -The Standard for understanding research design.
- Graff, G., & Birkenstein, C. (2006). *"They say/I say": The moves that matter in academic writing* (1st ed.). New York, NY: W. W. Norton. ISBN: 978-0-393-92409-1
- Lester, J. D. & Lester, J. D. Jr. (2014). *Writing research papers: A complete guide*, (15th ed). Upper Saddle River NJ: Pearson Longman. ISBN: 9780321952950. -Use chapter 8, sections F & G to develop an annotated bibliography and turn it into a literature review.
- Paul, R. & Elder, L. (2008). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, California: Foundation for Critical Thinking.
- Ragin, C. C. & Amoroso, L. M. (2011). *Constructing Social Research*, (2nd ed.) Thousand Oaks, CA: Sage Publishing. ISBN: 9781412960188. -The standard for comparative case analysis in the social sciences.
- Schensul, S. L., Schensul, J. J., LeCompte, M. D. (1999). *Essential ethnographic methods: Observations, interviews, and questionnaires*. Lanham, MD: Alta Mira Press. ISBN: 9780761991441
- Saldana, J. (2009). *The coding manual for qualitative researchers*. London, UK: Sage Publications. ISBN: 978-1-44624-737-2
- Saldana, J. (2012). *The coding manual for qualitative researchers*, (2nd ed.). London, UK: Sage Publications. ISBN: 9781446247372
- Single, P. B. (2009). *Demystifying dissertation writing: A streamlined process from choice of topic to final text* (1st ed.). Sterling, VA: Stylus. ISBN 13: 9781579223137
- Yin, R. K., (2009). *Case Study Research: Design and methods* 4th ed., Thousand Oaks, California: Sage Publishing. -The standard for case study research.

Graduate Grading Scale					
		A	100-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	F	72 and below

INT 601 Assignment Contribution to Grade					
	<i>Research & Statistics</i>			<i>Writing and Analysis – Due the Sunday of the week before the class meeting</i>	
I	Statlab Online: Frequency Distribution	3.0 %	I	VAIL Tutor	2.0 %
I	Statlab Online: Percentile Rank	3.0 %	I	NIH IRB Certificate	2.0 %
I	Statlab Online: Central Tendency	3.0 %	I	Annotated Bibliography	2.0 %
I	Statlab Online: Standard Deviation	3.0 %	I	Research Topic Argument	2.0 %
I	Statlab Online: Confidence Interval	3.0 %	I	Literature Review Draft	5.0 %

MSA IN HUMAN RESOURCES MANAGEMENT

I	Statlab Online: Correlation	3.0 %	I	Qualitative Research Methods Chapter Draft	5.0 %
I	Statlab Online: Standard (z) Scores	3.0 %	I	Quantitative Research Methods Chapter Draft	5.0 %
I	Statistics Points	21 %	I	Final Proposal	10.0 %
I	Online Exam 1 – Research Design & Theory; covering RVR 1, 2, 3, 4, 5	6.0 %	I	Writing Points	33%
I	Online Exam 2 – Statistics; covering Szafran 1, 3, 4, 5, 8	6.0 %	T	Observation - Analyze In & Out of Class	6.8%
I	Research & Statistics Exam Points	12 %	T	Interview - Analyze In & Out of Class	6.8%
I	Total Research & Statistics Points	33%	T	Survey - Analyze In & Out of Class	6.8%
			T	Team Summary of Findings & Results;	6.8%
			T	Presentations – Oral Communication & Quantitative Literacy	6.8%
			T	Analysis Points	34%
				Total %	100%
				A grade at	>=93%
				B grade at	>=83%
				C grade at	>=73%

Course Schedule					
Week	Date	Reading Assignments	Topics 1	Topics 2	Assignments Due
1		RVR 1, 2, 16, 17	Introductions and overview of research, purpose, methods, and types of experiments	Writing in the BGS Publishing format, Formatting the Research Paper; Using MS Word Styles	VAIL Tutor
2		RVR 11, 12	Ethics & the IRB Process	Topic-Problem-Questions-Significance: Working Hypothesis	Annotated Bibliography
3		RVR 13, 14, 15 (Review RVR 16 on Ethics)	Literature Survey to Annotated Bibliography to Literature Review	Writing the Literature Review; citation patterns, good prose & grammar	NIH IRB Certificate

MSA IN HUMAN RESOURCES MANAGEMENT

4		Merriam 1, 2, 3, 4	Qualitative Data Collection & Research Design; Observation, interview, documents, media,	Analyze Observations; Develop Constructs	Research Topic Argument
5		Merriam 5, 6, 7	Develop Interviews from Observation Data	Conducting Interviews	Literature Review Draft – Team Interviews
6		Merriam 8, 9	Analyzing Interview Data	For Team Assignment - Write Up using Merriam and Examples	
7		Merriam 10	Writing the Research Methods Chapter; Qualitative - a note about Mixed Methods	Writing the Findings Chapter	Qualitative Methods Chapter
8		RVR 4, 5; Szafran 1, 2,	Developing Surveys; Administering Surveys	Develop Surveys from interview findings	Online Exam 1 – Research Design & Theory Draft - Team Surveys
9		Szafran 3, 4, 11	Statistics 101: Basic terminology & concepts;	Measurement & Sampling	Statlabs at your own pace – complete all by the end of week 12
10		RVR 6, 7; Szafran 7, 8, 9, 10	Frequency; Dispersion, & Central Tendency; Comparing means & cross-tabs	Measures of Association or Relationship: Correlation, Multiple Regression (ANOVA)	Statlabs at your own pace – complete all by the end of week 12
11		RVR 8, 9; Szafran 12, 13, 14, 15, 16	Hypothesis Testing; Chi Square	Hypothesis Testing with Association & Regression	Statistics Statlabs at your own pace – complete all by the end of week 12;

MSA IN HUMAN RESOURCES MANAGEMENT

12		RVR 10, (review 17)	Writing the Quantitative Research Methods Chapter; - a note about the Abstract & Introduction	Writing the Results Chapter	Quantitative Research Methods Chapter Draft Statlabs at your own pace – complete all by the end of week 12;
13			Writing the Discussion; RQs, Conclusions, Implications, recommendations, Summary	In class lab time – team research	Online Exam 2
14			Presenting Research	In class lab time – team research	
15			Team Presentations - Summary of Findings & Results; Discussion		Final Proposal Team Presentations
16			Team Presentations - Summary of Findings & Results; Discussion		Team Presentations

Important Dates for This Course	
Add/Drop	
Withdraw	
Holidays	

Additional Course & Classroom Management Policies

Assignments

VAIL Tutor – Complete the online modules and quiz; submit your certificate

NIH IRB Certification – Complete the online modules and quiz; submit your certificate

Statlabs – Complete the online modules. You will receive 100 % for each module completed and 0% for those, which are incomplete.

Quizzes: *Quiz 1* – Research Design; *Quiz 2* – Statistics. Quizzes are completed online and the reports of completion will be combined into a word document and submitted in Moodle. Your grade will be an average of each chapter's total.

Fieldwork: – In class and out of class: Development of data collection instruments, collection of data, analysis of data, write and present findings and results

Proposal

Annotated Bibliography – 10-12 entries with the APA style reference line, discussion of the author’s purpose or intent, conclusions, findings, or results; how it relates to your study, how you might make use of the information; any quotes you might use (with page references). Not included in the final Proposal.

Research Topic Argument – 1-2 pages discussing the introductory argument, discussion of the problem and a statement of your working hypothesis. State in your own way your understanding of the problem to initiate the argument. Then discuss the general context (history, background, and larger problem) in 1-2 paragraphs. Next discuss the more specific aspects of the problem (local, relevance) in 1-2 paragraphs. Finish with 1 paragraph discussing your research problem, and 1 paragraph discussing your working theory. Becomes the preamble to the Literature Review, is condensed into the preamble to the Introduction, and informs the abstract in the final Proposal

Literature Review Chapter Draft – to include an introductory argument from the previous assignment; at least 2 full sections covering factors related to your problem, and indicate with section headings the factors yet to be covered; a qualitative theoretical construct & graphic model. Assessed with the *Combined Research Proposal* rubric. Included in the final Proposal.

Quantitative Research Chapter you will add a theoretical framework & a graphic model to the Literature Review, after the qualitative theoretical construct. Assessed with the *Combined Research Proposal* rubric. Included in the final Proposal.

Qualitative Research Methods Chapter Draft – To include all sections found in the guide provide by the instructor. Develop 2-3 research questions, your participants (setting, population), discuss ethics, develop the research design, and the interview instrument. Assessed with the *Combined Research Proposal* rubric. Included in the final Proposal.

Quantitative Research Methods Chapter Draft - To include all sections found in the guide provide by the instructor. Develop alternate and null hypotheses for each of the 2-3 research questions from the previous assignment, your sample (setting, population), discuss ethics, develop the research design, and the survey instrument. Assessed with the *Combined Research Proposal* rubric. Included in the final Proposal.

Final Proposal – This is to be a final publication ready document complete with title page, abstract, table of contents, Introduction, Literature Review, Qualitative Research Methods (designed for in depth interviews), Quantitative Research Methods (designed for surveys), References, Appendices (recruitment materials, informed consent document, sample interview, sample survey). Be certain to address the edits, feedback, and comments from previous drafts. The closer this is to publication perfect the less work you will have in preparing this proposal for your capstone. Assessed with the *Combined Research Proposal* rubric.

Team Presentation – Teams will present their analysis of the course research topic based the fieldwork, in class labs, and their team analysis. This assignment will be assessed using the Oral Communication rubric. Teams will cover:

- The purpose and relevance of the topic,
- The research questions,
- How the interview instrument was developed and why open and semi- structured questions are used,
- The findings of the analysis and coding of the interview data, steps taken to ensure the trustworthiness of the data,
- How the survey questions were developed, and why these types of directed questions were used,
- The results of the tests and measurements, steps taken to ensure the validity and reliability of the results, and
 - The conclusions, recommendations, and implications developed

ADMN 699 Capstone Project**Spring 2015, Section _****Room: TBD****Credits: 3****Minimum Passing Grade: B****Class Format:** Lecture,**This course fulfills: MSA Capstone****Methods of Instruction:** Lecture, Discussion**DATE LAST UPDATED:****Instructor:****Trinity Email:****Office Hours:****Course Description:**

Provides students with the opportunity to demonstrate their ability to synthesize and apply knowledge learned during the program. To be taken at or near the end of the student's program. **Prerequisites:** Students must successfully complete the following core courses, ADMN 601, ADMN 603, ADMN 607, INT 601 in the MSA degree program before the start of the semester they will be enrolled in ADMN 699. Additionally, students must have successfully completed 27 credits by the start of the semester they will be enrolled in ADMN 699. Formerly ADM 690 Capstone Project in Organizational Management. 3 credits

Course Objectives:

Students in this course will:

- Identify a relevant research topic
- Determine the scope of research problem and question(s)
- Conduct a literature review and scholarly analysis of a well-defined topic
- Implement a research design appropriate to specific research questions
- Present a complete research proposal
- Develop an approved IRB application
- Implement a research strategy to collect and analyze data
- Synthesize and evaluate the inferences found in the data analysis to address the research question(s)
- Publish a scholarly paper; and conduct a review of the completed research project

MSA in Organizational Management **Program Goals** prepare students to be professionals in the following ways:

1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making
2. Determine and implement the vision and mission of an organization in a dynamic global environment
3. Analyze and evaluate organizational capacity for growth and sustainability
4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals
5. Develop and sustain viable stakeholder relationships
6. Analyze, assess, and communicate accounting, and financial information to coordinate and allocate resources
7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)

The content of this course introduces/advances the identified program goal(s): 1, 7; and others dependent on the student's research topic.

SHRM Content Area(s): This course might represent one or many of the SHRM Content Areas depending on the topic, research problem, and purpose of the student's Capstone Project.

Methods of Assessment:

The **Proposal** will be assessed with the *BGS Proposal* rubric; the final version of the **Capstone Paper** will be assessed using the *BGS Capstone* rubric; the **Final Oral Review** (presentation) of the research project will be assessed using the *Oral Communication* rubric.

Required Text:

Creswell, John S. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. 3rd Edition, Thousand Oaks, California: Sage Publishing

American Psychological Association, (2009). *Publication manual of the American psychological association* 6th Edition, Washington, D.C.: Author

Research methodology texts related to the data collection and data analysis strategy of your research project (some suggestions are found below)

Additional Reading: Assignments and handouts as given by the instructor.

Recommended Reading:

Booth, W. C, Colomb, G.G., & Williams, J.L. (2008). *The craft of research*, 3rd ed., Chicago, Illinois, Chicago University Press.

*Use Chapters 3 to 5 to clarify your topic into questions.

Lester, J.D. & Lester, J.D. Jr. (2011). *Writing research papers: A complete guide*, Upper Saddle River New Jersey: Pearson Longman.

*Use chapter 7, sections F & G to develop an annotated bibliography and turn it into a literature review.

*Merriam, Sharan B.(2009). *Qualitative Research: a guide to design and implementation*. Thousand Oaks, California: Sage Publishing.

*Use all chapters as they are helpful.

Paul, Richard & Elder, Linda (2008). *The miniature guide to critical thinking: Concepts and tools*. Dillon Beach, California: Foundation for Critical Thinking.

*Remler, D. K. & Van Ryzin, G. G. (2010). *Research methods in practice: Strategies for description and causation*. Thousand Oaks, California: Sage Publishing.

*Saldana, J. (2009). *The coding manual for qualitative researchers*. Thousand Oaks, California: Sage Publishing. *The appropriate sections for your primary and secondary coding of the data.

*Schensul, S. L., Schensul, J.J., & LeCompte, M. D. (1999) *Essential ethnographic methods: Observations, interviews, and questionnaires*. In *Ethnographer's Toolkit* Schensul, J.J., & LeCompte, M. D. (Eds.) Lanham, MD: Altamira Press

*Szafran, R. (2012). *Answering Questions with Statistics*. Thousand Oaks, CA: Sage Publishing

Yin, R. K., (2009). *Case Study Research: Design and methods* 4th ed., Thousand Oaks, California: Sage Publishing. *The standard for case study research.

The Capstone Paper

This course is the culmination of your work in the MSA program. Your capstone project should reflect the knowledge and competencies you have developed and augmented throughout the program. Additionally this project should relate to your career aspirations. A well-written and relevant capstone project may be the key to your professional advancement.

All written work should be of the highest quality—well structured, clearly stated, with correct grammar and punctuation. All drafts or samples of your writing in every stage may never

include plagiarism or academic dishonesty. Any violations of Trinity policy may result in academic dismissal.

You and your instructor will collaborate a great deal on the paper. Yours is not the only name on the document and your instructor might assert the privilege of editing the document. The final publishable document will be one of which you are proud of and will represent the quality and complexity of work of which you are capable.

The capstone paper is a form of thesis paper and will be developed and presented using the SPS Publishing Style Guide and the APA 6th Manual guidelines. A good style and grammar guide such as Strunk & White, Hacker, or Turabian will assist you many times over. The instructor will provide you with a template for the paper, which will simplify the process for you. The instructor must approve variances in the format and template.

Make use of the Critical Thinking Guide and other materials provided to speed your analysis of articles, improve your writing, and assist in your interpretation of feedback and comments. All of which will increase your potential to earn an A grade.

- Focus on an aspect of Organizational Management; remember this is a management degree!
 - Demonstrate knowledge and competencies that you have acquired in the MSA program
 - The triangle of success =
 - A theory you are interested in from an MSA course
 - Your career aspirations
 - A relevant topic!
 - The capstone might be an exploratory or explanatory applied research project delivered as a 5 chapter research paper or an Academy of Management Journal Style article. This article need only be submitted for this course; however you might choose to submit it to the AMJ after completing the course.
 - What are some examples of applied research
 - Interventions with pre and post tests
 - 2 recent capstones tested financial or health literacy after a learning seminar.
 - Grant proposal research
 - A recent capstone provided the research backing to win a grant for Washington Hospital Center regarding family planning
 - Support or disprove a hypothesis or proposition related to a theory in an applied context
 - Recent capstones examined the effect of furloughs and sequesters on performance in the federal workplace; effect of gender on perceptions of women as managers in hierarchical workplace romances; the factors effecting philanthropic giving in young donors; training and education in preventing workplace violence; and the effect of performance evaluations on employee performance, the role of workplace gossip in a formal high pressure workplace, just to name a few.
- Cite an appropriate number of scholarly articles
 - Web sites may be used as references only with instructor permission
- Review relevant literature, you will read many times the articles you will include in your final draft
 - Include critiques of your theories, other methods of researching similar topics
- Demonstrate an understanding of research design;
- Conduct original data collection
- Analyze the data with appropriate coding strategies
- Address the research question(s) in your Discussion
- Advance scholarly contributions in your conclusions
- Final paper will be a minimum of 50 to 60 pages in length, in BGS Publishing Style with citations, references, and headings in APA 6th;
 - Written product in a five chapter format
 - Plan 10 pages a chapter, rob a few from the introduction, research methods and discussion to expand the literature review and the findings

MSA IN HUMAN RESOURCES MANAGEMENT

- To speed your process and reduce your stress, and your instructor's, please:
 - Respond promptly to all revisions, requests for changes and edits, feedback, and general comments
 - Trust the process an your instructor
 - Don't fight the process or the instructor
 - Might cause unnecessary delays as you work it out
 - Each assigned section might require several drafts before you are able to move forward
 - You might continue to work on a section as you move forward
 - No section is considered complete until the final clean copy for publication is accepted by the instructor
 - Meet the assigned deadlines
 - Be done a day or two early so you can review and edit in a clear state of mind

This course is the culmination of your work in the MSA program. Your capstone project should reflect the knowledge and competencies you have developed and augmented throughout the program. All written work should be of the highest quality—well structured, clearly stated, with correct grammar and punctuation. All drafts or samples of your writing in every stage may never include plagiarism or academic dishonesty. Any violations of Trinity policy may result in academic dismissal. You and your instructor will collaborate a great deal on the paper. Yours is not the only name on the document and your instructor might assert the privilege of editing the document. The final publishable document will be one of which you are proud of and will represent the quality and complexity of work of which you are capable.

Regarding Course Progress:

Each capstone student is required to complete the capstone paper within the semester. Students who cannot accomplish this must have a B or better graded Proposal completed by the end of the semester to be eligible for consideration for the ADMN 697 Directed Research course. Those who do not complete the capstone paper or the directed research requirements noted above will receive failing grades.

Graduate Grading Scale					
Graduate Grading Scale		A	100-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
				F	79 and below

Assignment Contribution Towards Grade	
*Unless otherwise noted assignments are due by 11:55PM on the day noted in the assignment. Note that some assignments are due as soon as possible after other assignments, so stay motivated to deliver these without being reminded. **Please note that the rubric and expectations for the Proposal and the Final Publication Paper are different.	Points Toward Grade
Preparation	
<i>Vail Certificate</i> - Completed after January 01, 2014 - You must earn 90% or better to submit and earn credit. You will not receive credit or feedback for written assignments until you submit this certificate.	5 %

MSA IN HUMAN RESOURCES MANAGEMENT

<i>NIH IRB Certificate</i> - Completed after January 01, 2014. You will not be allowed to submit your IRB Application until this certificate is received.	5 %
Preparation	10%
Proposal (comprised of the following sections)	
<i>Literature Review Chapter Draft</i>	30% of 35
<i>IRB Application Approval</i> - Must be approved by the instructor <i>prior to submission</i> to the IRB Committee, and <i>prior to data collection</i> .	20% of 35
(Due as soon as possible after the proposal is approved)	
<i>Proposal</i> - Properly formatted, all edits, corrections, and feedback is addressed – publication ready.	50% of 35
<i>*Whether you Pass, move to ADMN 697, or FAIL is dependent on completing this section of the process in conjunction with IRB Approval.</i>	
Proposal	35%
First Full Draft - Add the following sections to the <i>Proposal</i> , or present a full Journal Article.	
<i>Data Analysis Draft</i> (Qualitative Findings, Quantitative Results, or Mixed-method Findings and Results) Be certain to respond to the items below in your draft.	
<i>Data Collection</i> - Does the researcher present the appropriate sample size or participant pool and valid data?	40% of 35
<i>Data Analysis</i> – Is there a clear, concise, and thorough report of the data? Has the researcher developed abstracted data related to the theoretical framework or theoretical construct?	
<i>Discussion Draft</i> - Be certain to respond to the items below in your draft.	
Research Questions - Does the researcher address the research questions and hypotheses?	30% of 35
Conclusions - Does the researcher develop conclusions recommendations, and implications inferred by an analysis of the data collected (evidence based)?	
<i>First Full Draft</i> – Note that this is still a draft, you are not done yet! <i>Respond quickly to revisions to move to the Publication copy!</i>	30% of 35
First Full Draft	35%
Publication Copy	
<i>Research Presentation</i> - As scheduled in the final two weeks of the course	40%
<i>Final Publication Copy</i> - <i>The instructor will send you your final revisions to accept, and then the instructor will accept the changes. Next the instructor will upload the final publication copy to Moodle. You need only review and accept changes forwarded by the instructor or offer a last minute revision.</i>	60%
Publication Copy	20%
Total Percentage	100%

Course Schedule				
Week #	Date	Topics Covered	Reading Assignments for Class	Assignments Due

MSA IN HUMAN RESOURCES MANAGEMENT

		Capstone Quick Start Guide Annotated Bibliography	Your Research Literature Booth Section 2; Creswell Chapter 1,2,3,4; APA Chapter 1,2	
1		One individual meeting with Instructor prior to semester Be prepared to review your topic, argument, and annotated bibliography	Your Research Literature Booth Section 2; Creswell Chapter 1,2,3,4; APA Chapter 1,2	
2		Introductions; Topic and argument, Syllogism, summarizing; mega citations, plagiarism, Formatting for APA	Creswell Chapter 5,6&7 APA Chapter 3&4 Your Research Literature	
3		Literature Review – paraphrasing & summarizing	APA Chapter 6&7 Your Research Literature	Literature Review Draft
4		Quantitative data collection instrument	Your Research Literature	
5		Qualitative data collection Instrument	Your Research Texts	Research Methods Draft
6		Quantitative analysis & reporting results	APA Chapter 5 Your Research Texts	
7		Qualitative analysis & reporting results	APA Chapter 5 Your Research Texts Your data!	Proposal Draft IRB Application
8		Individual meetings with instructor	APA Chapter 5 Your Research Texts Your data	Proposal Final
9		Quantitative Data Analysis workshop Individual meetings with instructor	Conclusion sections of related research	

MSA IN HUMAN RESOURCES MANAGEMENT

10		Qualitative Data Analysis workshop Individual meetings with instructor	Conclusion sections of related research	
11		Complete, go to Directed Research, or... FAIL Individual meetings with instructor	Conclusion sections of related research	Data Analysis Draft (Results or Findings)
12		Discussion workshop Individual meetings with instructor	Conclusion sections of related research	
13		Individual meetings with instructor	Conclusion sections of related research	Discussion Draft
14		Workshop - Presentation & Final Clean Copy Individual meetings with instructor		First Full Draft
15		Presentations Individual meetings with instructor		Final Oral Reviews
16		Presentations Individual meetings with instructor		Final Publication Version Final Oral Reviews

Additional Course & Classroom Management Policies

Assignment Descriptions

Proposal – Includes all front matter (title page, abstract dedication/acknowledgements, table of contents, lists of tables and figures) the three chapters (Introduction, Literature Review, and Research Methods), references, and all appendices (recruitment materials, permissions, Informed consent, Survey or Interview). Properly formatted, all edits, corrections, and draft feedback is addressed – publication ready

Capstone Paper – Includes all front matter (title page, abstract dedication/acknowledgements, table of contents, lists of tables and figures) the five chapters (Introduction, Literature Review, Research Methods, Results or Findings, and Discussion), references, and all appendices (recruitment materials, permissions, Informed consent, Survey or Interview). The final clean copy is the version entered into the Trinity BGS Thesis and Capstone database as a published document. It must meet the highest standards especially since it will bear both of our names, and will represent Trinity. No one may enter a submission to the Final Clean Copy until the Instructor has returned to the author the version that will be accepted as the final publication copy. Any alterations between the version the instructor returns as accepted and the one posted may result in being referred to the Dean of Students for a conduct or academic honesty hearing.

Final Oral Review –Plan for a 15 minute presentation, and 5-10 minutes of Question and Answer. A successful student will be able to explain and defend the purpose and relevance of the study, the research method and its rigor. Explain and discuss the analysis of the data, showing its rigor or trustworthiness, and the conclusions, recommendations, and implications developed. Below are recommendations for slides

1. Title and your name/degree
 - a. Experiences of Transformation in Graduate Education
 - b. Gladys B. Overwith, MSA in Organizational Development
2. Problem & Purpose
3. Theoretical Perspective
4. Research Method
5. Research Questions
 - a. Hypotheses and/or propositions
 - b. Might require a slide for each research question
6. Findings or Results
 - a. Might require additional slides
7. Response to Research Questions
 - a. Hypotheses and/or propositions
 - b. Might require a slide for each research question
8. Conclusions, Implications and Recommendations
 - a. Might require additional slides
9. Key references
 - a. 6-8 integral references in APA 6th publication style
 - b. Limit these to those related to your research problem

Plagiarism

No item of work, at any stage of writing, draft or otherwise may contain plagiarism. It is important that this document reflect your synthesis and construction of the knowledge and work reviewed and referenced in the development of your document. Please take great care in making use of the work you review and reference and take special care to paraphrase or summarize this material into your own thoughts and words. All instances of plagiarism will be referred to the Academic Honesty Committee for a hearing. This may result in your dismissal from Trinity and your degree program.

Final Publication Copy

The final clean copy is the version entered into the Trinity SPS graduate Thesis and Capstone database as a published document. As such it must meet the highest standards especially since it will bear both of our names, and will represent Trinity. No one may enter a submission to the Final Clean Copy until I have returned to the author the version I will accept as the final. Any alterations between the version I return as accepted and the one posted may result in being referred to the Dean of Students for a conduct or academic honesty hearing.

Progressing to ADMN 697 Directed Research

The program chair and the capstone instructor establish the criteria for enrolling in the directed research course. The enrollment criteria might include; however is not inclusive of, progress in the ADMN 699 Capstone Project course and the likelihood of successful completion of the ADMN 699 Capstone Project course in the enrolled semester.

Appendix B: MSA in Human Resources Management to SHRM Tables

In the following sections tables of information show the relationships mapped between the SHRM outcomes and competencies and the MSA in Human Resources Management degree program. Tables included are as follows:

MSA HRM to SHRM Informational Tables

MSA HRM to SHRM Content

MSA HRM Course to SHRM Competence to MSA Goals and MSA Assignments

MSA HRM to SHRM Informational Tables

Master of Science Administration in Organizational Management <i>in</i> Human Resources Management		
The MSA degree program prepares professionals to:	Develops in students the following eight Leadership and Management Behavioral competencies as defined by SHRM	Develops in students the following fourteen Human Resources Expertise competencies as defined by SHRM
1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making 2. Determine and implement the vision and mission of an organization in a dynamic global environment 3. Analyze and evaluate organizational capacity for growth and sustainability 4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals 5. Develop and sustain viable stakeholder relationships 6. Analyze, assess, and communicate accounting and financial information to coordinate and allocate resources 7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)	1. Leadership & Navigation 2. Ethical Practice 3. Business Acumen 4. Relationship Management 5. Consultation 6. Critical Evaluation 7. Global & Cultural Effectiveness 8. Communication	<p>People</p> 1. Talent Acquisition & Retention 2. Employee Engagement 3. Learning & Development 4. Total Rewards <p>Organization</p> 5. Structure of the HR Function 6. Organizational Effectiveness & Development 7. Workforce Management 8. Employee Relations 9. Technology & Data <p>Workplace</p> 10. HR in the Global Context 11. Diversity & Inclusion 12. Risk Management 13. Corporate Social Responsibility <p>Strategy</p> 14. Business & HR Strategy

MSA HRM to SHRM Content

MSA HRM to SHRM Content Matrix	
SHRM Competencies	MSA HRM Courses
Behavioral Competencies	
Leadership & Navigation	ADMN 603 Excellence in Leadership; ADMN 601 Excellence in Managing Contemporary Organizations; ADMN 677 Effective HR Strategies
Ethical Practice	ADMN 603 Excellence in Leadership; ADMN 601 Excellence in Managing Contemporary Organizations; ADMN 677 Effective HR Strategies; INT 601 Introduction to Research Design & Methods; ADMN 699 Capstone Project
Business Acumen	ADMN 603 Excellence in Leadership; ADMN 601 Excellence in Managing Contemporary Organizations; ADMN 607 Accounting and Finance; ADMN 628 Project Management; ADMN 677 Effective HR Strategies; ADMN 699 Capstone Project
Relationship Management	ADMN 601 Excellence in Leadership; ADMN 603 Excellence in Contemporary Management; ADMN 611 Negotiation and Conflict Management; ADMN 677 Effective HR Strategies
Consultation	ADMN 603 Excellence in Leadership; ADMN 601 Excellence in Managing Contemporary Organizations; ADMN 611 Negotiation and Conflict Management; ADMN 677 Effective HR Strategies
Critical Evaluation	ADMN 677 Effective HR Strategies; ADMN 607 Accounting & Finance for Control & Evaluation; INT 601 Introduction to Research Design and Methods; ADMN 699 Capstone Project
Global & Cultural	ADMN 603 Excellence in Leadership; ADMN 601 Excellence in Contemporary Management; ADMN 611 Negotiation & Conflict Management; ADMN 677 Effective HR Strategies
Communication	ADMN 603 Excellence in Leadership; ADMN 601 Excellence in Managing Contemporary Organizations; ADMN 611 Negotiation and Conflict Management; ADMN 677 Effective HR Strategies

HR Expertise	
People	
Talent Acquisition & Retention	ADMN 676 Compensation and Benefits; ADMN 672 Organizational Staffing; ADMN 677 Effective HR Strategies
Employee Engagement	ADMN 677 Effective HR Strategies; ADMN 676 Compensation and Benefits; ADMN 674 HR Development; ADMN 677 Effective HR Strategies
Learning & Development	ADMN 674 HR Development; ADMN 677 Effective HR Strategies
Total Rewards	ADMN 676 Compensation and Benefits; ADMN 677 Effective HR Strategies
Organizations	
Structure of the HR Function	ADMN 677 Effective HR Strategies
Organizational Effectiveness & Development	ADMN 601 Excellence in Managing Contemporary Organizations; ADMN 677 Effective HR Strategies; ADMN 674 HR Development; ADMN 603 Excellence in Leadership
Workforce Management	ADMN 672 Organizational Staffing; ADMN 674 HR Development ADMN 677 Effective HR Strategies
Employee Relations	ADMN 677 Effective HR Strategies; ADMN 673 Human Relations Law; ADMN 611 Negotiation & Conflict Management ADMN 601 Excellence in Contemporary Management; ADMN 603 Excellence in Leadership
Technology & Data	ADMN 677 Effective HR Strategies; ADMN 676 Compensation and Benefits; ADMN 672 Organizational Staffing
Workplace	
HR in the Global Context	ADMN 677 Effective HR Strategies; ADMN 601 Excellence in Managing Contemporary Organizations

MSA IN HUMAN RESOURCES MANAGEMENT

<i>Diversity & Inclusion</i>	<p>ADMN 677 Effective HR Strategies; ADMN 611 Negotiation & Conflict Management ADMN 677 Effective HR Strategies; ADMN 601 Excellence in Managing Contemporary Organizations; ADMN 603 Excellence in Leadership</p>
<i>Risk Management</i>	<p>ADMN 677 Effective HR Strategies; ADMN 673 HR Law ADMN 601 Excellence in Managing Contemporary Organizations; ADMN 628 Project Management; ADMN 603 Excellence in Leadership</p>
<i>Corporate Social Responsibility</i>	<p>ADMN 677 Effective HR Strategies; ADMN 601 Excellence in Managing Contemporary Organizations; ADMN 603 Excellence in Leadership</p>
<i>U.S. Employment Law & Regulations</i>	<p>ADMN 673 HR Law; ADMN 677 Effective HR Strategies</p>
<i>Strategy</i>	
<i>Business & HR Strategy</i>	<p>ADMN 677 Effective HR Strategies; ADMN 601 Excellence in Managing Contemporary Organizations; ADMN 603 Excellence in Leadership ADMN 699 Capstone Project</p>

MSA HRM Course to SHRM Competence to MSA Goals and MSA Assignments

MSA HRM Course to SHRM Competence to MSA Goals and MSA Assignments Matrix					
Course ID & Title	SHRM Competencies	SHRM Content Areas	MSA Program Goals - See list in INT 501	1-Assignment and Rubric	2-Assignment and Rubric
Interdisciplinary					
<i>INT 501 Transition Seminar for Graduate Students</i>	Behavioral Competence - Indirectly HR Expertise - Indirectly	None applicable	Indirectly MSA Goals 1. Exercise leadership through critical thinking, problem solving, initiative, and decision-making 2. Determine and implement the vision and mission of an organization in a dynamic global environment 3. Analyze and evaluate organizational capacity for growth and sustainability 4. Promote and implement inclusive behaviors, which inspire continuous learning and achieve organizational strategic goals 5. Develop and sustain viable stakeholder relationships 6. Analyze, assess, and communicate accounting and financial information to coordinate and allocate resources 7. Design and implement research initiatives, which support evidence based decision-making by evaluating, synthesizing, and presenting findings and results (qualitative, quantitative, or mixed methods)	Self-understanding & Awareness - Learning Style Inventory & Personality Temperament Honesty & Plagiarism - VAIL Tutor Role of Research - In Class Exercises Qualitative & Quantitative Understanding - In Class Exercises	Graduate Writing - Essay Assessment Graduate Math - Exam (Pre-Post)

MSA IN HUMAN RESOURCES MANAGEMENT

INT 601 <i>Introduction to Research Design & Methods</i>	Behavioral Competence - Ethical Practice, Critical Evaluation HR Expertise - Indirectly	Indirectly: Outcomes: Metrics & Measurement of HR	7; Others depending on the research problems student's identify	The student's written assignments will be assessed with the BGS publishing style and the BGS INT 601 Combined Research Proposal rubric.	The student's statistics labs and statistics exams will reflect Research and Quantitative Literacy. The final presentation will be assessed using the Oral Communication and the Quantitative Literacy rubrics.
MSA Leadership & Management					
Course ID & Title	SHRM Competencies	SHRM Content Areas	MSA Program Goals - See list in INT 501	1-Assignment and Rubric	2-Assignment and Rubric
ADMN 601 <i>Excellence in Contemporary Management</i>	Behavioral Competence - Leadership & Navigation, Ethical Practice, Business Acumen, Relationship Management, Consultation, Critical Evaluation, Global & Cultural Effectiveness, Communication HR Expertise - Organizational Effectiveness & Development, Employee Relations, Diversity & Inclusion, Risk Management, Corporate Social Responsibility, Business & HR Strategy	HR's Role in Organizations; Managing a Diverse Workforce, Change Management, Globalization, Internal Consulting, Organizational Development	1, 2, 3, 4, 5	Four Frames Analysis Paper (10-12 pp.) in BGS Publishing style, complete with citations and references; and an individual presentation. The BGS Graduate Writing Rubric is used in assessing the assignment.	UN Global Compact Team Case presentations will be assessed using the Oral Communication (30%) and the Ethical Reasoning (70%) rubric. Other assignments as determined by the instructor.

MSA IN HUMAN RESOURCES MANAGEMENT

<p>ADMN 603 <i>Excellence in Leadership: Theory & Practice</i></p>	<p>Behavioral Competence - Leadership & Navigation, Ethical Practice, Business Acumen, Relationship Management, Consultation, Critical Evaluation, Global & Cultural Effectiveness, Communication HR Expertise - Organizational Effectiveness & Development, Employee Relations, Diversity & Inclusion, Risk Management, Corporate Social Responsibility, Business & HR Strategy</p>	<p>Ethics, Managing a Diverse Workforce, Change Management, Internal Consulting</p>	<p>1, 2, 4, 5</p>	<p>The Leadership Analysis paper (10-12 pages) with full citations and references; and a team presentation. The BGS Graduate Writing Rubric will be used to assess the assignment.</p>	<p>Intercultural Leadership Team presentations will be assessed using the Oral Communication (30%) and the Intercultural Knowledge (70%) rubric.</p>
<p>ADMN 607 <i>Accounting and Finance for Evaluation and Control</i></p>	<p>Behavioral Competence - Business Acumen, Critical Evaluation HR Expertise - Indirectly</p>	<p>Indirectly: Outcomes: Metrics & Measurement of HR, Strategic HR, Total Rewards, Workforce Planning</p>	<p>2, 3, 6</p>	<p>Quizzes and homework are graded assignments that reflect quantitative literacy.</p>	<p>The rubrics used to assess the Case study and Presentation: The Quantitative Literacy rubric (70%), Oral Communication rubric (30%). Students will find the Team Collaboration rubric helpful in working successfully on their teams. All written assignments should use the BGS Publishing Style guide.</p>

MSA IN HUMAN RESOURCES MANAGEMENT

<p>ADMN 628 Project Management</p>	<p>Behavioral Competence - Business Acumen HR Expertise - Risk Management</p>	<p>Indirectly: Training & Development, Workforce Planning, Change Management, Organizational Development</p>	<p>2, 3, 6, 7</p>	<p>The student's Project Plan will be assessed using the BGS Graduate Writing rubric.</p>	<p>The student's responses to discussion forums, exercises and exams will be graded and feedback will be provided using the Critical Thinking rubric</p>
<p>ADMN 677 Effective HR Strategies</p>	<p>Behavioral Competence - Leadership & Navigation, Ethical Practice, Business Acumen, Relationship Management, Consultation, Critical Evaluation, Global & Cultural Effectiveness, Communication HR Expertise - Talent Acquisition & Retention, Employee Engagement, Learning & Development, Total Rewards, Structure of the HR Function, Organizational Effectiveness & Development, Workforce Management, Employee Relations, Technology & Data, HR in the Global Context, Diversity & Inclusion, Risk Management, Corporate Social Responsibility, Business & HR Strategy</p>	<p>Employee & Labor Relations, Employment Law, Ethics, HR's Role in Organizations, Job Analysis & Job Design, Managing a Diverse Workforce, Outcomes: Metrics & Measurements of HR, Performance Management, Staffing: Recruitment & Selection (with on-boarding & socialization), Strategic HR, Total Rewards, Training & Development, Workforce Planning & Talent Management, Change Management, Globalization, Internal Consulting, Organizational Development</p>	<p>1, 2, 3, 4, 5</p>	<p>Five (5) weekly Issue Analysis Briefs (Current HR issues will be provided by the instructor) of 2-3 pages in BGS Professional Writing Style and using the BGS Writing rubric.</p>	<p>Team Case Study (Team acting as CEO & C-suite team will analyze and develop a solution for a Real-World Case) will be assessed using the Problem Solving (70%) and Oral Communication (30%) rubrics.</p>

MSA IN HUMAN RESOURCES MANAGEMENT

MSA HRM Specialization					
ADMN 611 <i>Negotiation and Conflict Management</i>	Behavioral Competence - Relationship Management, Consultation, Global & cultural Effectiveness, Communication HR Expertise - Employee Relations, Diversity & Inclusion	Employee & Labor Relations; Indirectly: Change Management, Organizational Development	1, 4, 5	The Group Presentation assignment will be assessed using the Oral Communication rubric (40%) and the Team Collaboration rubric (60%).	The Conflict Management Paper will be assessed using the BGS Graduate Writing rubric, students should use the BGS Publishing Style as a guide. Other assignments as determined by the instructor. The individual Conflict Presentation will be assessed using the Oral Communication rubric.
ADMN 672 <i>Organizational Staffing: Planning and Management</i>	Behavioral Competence - Indirectly HR Expertise - Talent Acquisition & Retention, Workforce Management, Technology & Data	Managing a Diverse Workforce, Staffing: Recruitment & Selection (with on-boarding & socialization), Workforce Planning & Talent Management, Internal Consulting, Organizational Development	1, 2, 3, 4, 5, 7	The group strategic recruitment and retention plan project will be graded using the Critical Thinking rubric (50%) and the Intercultural Knowledge (50%) rubric.	Students will find the Team Collaboration rubric, the BGS publishing style guide, and the BGS Writing rubric helpful in completing their assignments.

MSA IN HUMAN RESOURCES MANAGEMENT

<p>ADMN 673 <i>Human Resources Law: Government, Labor, and Unions</i></p>	<p>Behavioral Competence - Indirectly HR Expertise - Employee Relations, US Employment Law & Regulations</p>	<p>Employee & Labor Relations, Employment Law, Ethics, Internal Consulting</p>	<p>1, 4, 5</p>	<p>On-call Participation Assessments: Handouts will given out in class and will be assessed using the Problem-Solving rubric. The Case Study Presentations will be assigned the previous week and will be assessed using the Critical thinking (60%) and the Oral Communication (40%) rubric.</p>	<p>Quizzes and a Final Exam will test student's knowledge of the employment laws covered in this course.</p>
<p>ADMN 674 <i>Human Resources Development</i></p>	<p>Behavioral Competence - Indirectly HR Expertise - Employee Engagement, Learning & Development, Organizational Effectiveness & Development, Workforce Management, Diversity & Inclusion</p>	<p>Job Analysis & Job Design, Managing a Diverse Workforce, Outcomes: Metrics & Measurements of HR, Performance Management, Training & Development, Workforce Planning & Talent Management, Change Management, Internal Consulting, Organizational Development</p>	<p>1, 2, 3, 4, 5, 7</p>	<p>The individual HRD Issue Analysis paper (6-8 pages) will be written in BGS Professional Style and will be assessed using the BGS Writing rubric.</p>	<p>The Team Training Intervention project involves an analysis if an educational or development need. Students will prepare a report to the board and a presentation detailing their analysis of the issue(s). This project will be assessed using the Problem Solving (40%) rubric and the Intercultural Knowledge (60%) rubric. Students will find the Team Collaboration rubric and the BGS Publishing Style guide and the BGS Writing rubric helpful in completing their assignments. Students will also be expected to participate critically in the experiential exercises to develop their confidence and hands on skills.</p>

MSA IN HUMAN RESOURCES MANAGEMENT

<p>ADMN 676 Compensation & Benefits</p>	<p>Behavioral Competence - Indirectly HR Expertise - Talent Acquisition & Retention, Employee Engagement, Total Rewards, Technology & Data</p>	<p>Ethics, Managing a Diverse Workforce, Staffing: Recruitment & Selection (with on-boarding & socialization), Total Rewards, Workforce Planning & Talent Management, Internal Consulting</p>	<p>1, 2, 3, 4, 5, 6</p>	<p>The Recruitment & Retention Issue Analysis Paper will be assessed using the BGS Writing rubric; Topics will be determined by the instructor.</p>	<p>The Team Total Rewards Presentation will require students to analyze and address a total rewards issues and present their solution to the Board of Directors; the assignment will deliver a report, assessed using the Ethical Reasoning (60%) and a presentation, assessed using the Oral Communication (40%) rubric. Weekly Critical Discussions will contribute to the students class participation grade and the instructor will use the Critical Thinking rubric to assess the student's contributions. Students will find the BGS Professional Publishing Style guide and Team Collaboration rubrics helpful.</p>
<p>MSA Capstone Project</p>					
<p>ADMN 699 Capstone Project</p>	<p>Behavioral Competence - Ethical Practice, Business Acumen, Critical Evaluation, HR Expertise - Business & HR Strategy; Others as they develop the capstone research project</p>	<p>This course might represent one or many of the SHRM Content Areas depending on the topic, research problem, and purpose of the student's Capstone Project.</p>	<p>Any and all of the 7 goals depending on the student's research design.</p>	<p>Research Proposal - BGS Proposal Rubric; Proficiency in qualitative or quantitative research design and data collection strategy.</p>	<p>Capstone Paper - BGS Capstone Rubric; Proficiency in qualitative or quantitative data analysis and findings or results depending on research design. Relevance and validity of conclusions and recommendations; Overall proficiency.</p>