

**PSC 615 Blended Course  
Human Resource Development & Performance Management  
University of North Carolina, Greensboro  
Summer 2016**

**Instructor Contact Information**

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**Blended Course**

In the blended course format the first and last units of the course will be in the classroom with units in between being conducted online. The classroom sessions will meet as follows:

Saturday	May 14, 2016	9:00am-4:00pm	Curry 332
Saturday	July 16, 2016	9:00am-4:00pm	Curry 332

See the Course Units schedule/outline at the end of the syllabus for detailed description of focus of and assignments for all class units as well as begin/end date schedule for online course units.

**Course Reading Materials**

De Bruijn, Hans (2002). *Managing Performance in the Public Sector*. London: Routledge.

Gilley, Jerry W. and Maycunich, Ann (2000). *Organizational Learning, Performance and Change: An Introduction to Strategic Human Resource Development*. Cambridge, MA: Perseus Publishing.

Grote, Dick (2002). *The Performance Appraisal Question and Answer Book: A Survival Guide for Managers*. San Francisco: AMACOM.

**Note:** Reading assignments are for select chapters from each of the above and are available on eReserve. There may also be additional reading materials provided by the instructor either through Course Documents on course site in Canvas, internet links, or eReserve.

**Course Objective**

The objective of the course is to provide students with an understanding and working knowledge of the fundamental principles and practices related to human resources development and performance management in the public and non-profit sectors. In so doing, the course will deal primarily with the opportunities and challenges associated

with the practical application of philosophies, approaches, tools and methods in complex organizational and community settings. The overarching goal of the course will be for students to have a better understanding of Human Resources Development and Performance Management theories, processes and practices within the context of current work-related trends within the larger socio-historical and cultural context.

### **Teaching Philosophy**

My philosophy of and approach to education is one of Participatory Action Learning (PAL). Working from that framework, I believe education is a process of theoretical, practical and personal discovery that, while facilitated by someone formally designated as a “teacher”, “professor” or “instructor”, is a collaborative process in which students and teacher share in the responsibility for co-creating a meaningful learning experience for all involved. Central to my teaching philosophy is a commitment to student-centeredness grounded in a scholar-practitioner model the guiding purpose of which is to help develop mindful learners and practitioners capable of critical reflection that informs effective action and contributes to personal and professional growth and development. With these goals in mind, participation in which students are actively engaged in sharing, discussing and reflecting upon their own experiences, thoughts and insights on a regular basis is essential to the learning experience.

### **Course Requirements & Grading**

#### **Grade Components & Values:**

1. Preparation & Participation	20%
2. Interview(s) & Paper	20%
3. Special Topic Research & Paper	20%
4. Team Project (Case Study & Discussion)	20%
5. Capstone Paper	<u>20%</u>
	100%

#### **Preparation & Participation: 20%**

- Reading assigned materials
- On-time completion of assignments
- Active participation in discussion boards
- Meeting assigned deadlines for postings to discussion boards and submission of papers or materials

#### **Interview(s) & Paper: 20%**

- Interview at least 1 person about her/his experience with and perspective on HRD and/or PM. The person can either be a HRD/HRM professional, a manager, executive or employee or combination thereof.
- Write a brief reflective paper (2-3 double-spaced pages) on the interview in relation to your own experience and perspective and what we have been reading and discussing/covering in the course.

**Special Topic Research & Paper: 20%**

- Select and read 1 book or 2-3 journal articles or combination of book and journal article(s) from resource list or approved by instructor on a topic of interest to you (see topic list on page 4 of syllabus)
- Prepare a brief written summary, analysis and critical reflection on the topic based on your readings (3-4 double-spaced pages).

**Team Project (Case Study PDP – Professional Development Plan): 20%**

- Develop a Personal/Professional Development Plan (PDP) for the Managerial Assistant from the course case studies
- During the final class, present the PDP and lead the class in discussion.

**Capstone Paper: 20%**

A 5-6 page (double-spaced) paper reflecting on the course and your learning as a result of aspects of HRD & PM and topics covered through readings, interviews, postings, discussions, cases and overall experience of the course. While reflective in nature, the paper should be scholarly in nature and include secondary source citations and references.

**\*Note re: papers**

All papers should be of graduate level quality and as such should be well-written utilizing appropriate formatting, spelling, grammar, and sentence and paragraph structure with proper references to source materials cited or consulted using latest APA guidelines. The writing should be clear and concise and demonstrate your knowledge of the topic as well as your critical thinking, analytical and reflective competencies.

**Grading:**

The following grading scale will be used in this course:

<b>A (100)</b>	100-94	<b>B+ (89)</b>	89-86	<b>C+ (79)</b>	79-76	<b>F (69)</b>	69-0
<b>A - (93)</b>	93-90	<b>B (85)</b>	85-83	<b>C (75)</b>	75-73		
		<b>B- (80)</b>	82-80	<b>C- (70)</b>	72-70		

**HRD&PM Special Topics**

The following are topics that will be covered in the course to varying degrees of emphasis and detail. This list may also be used for selection of special topic research, PAL (Participatory Action Learning) assignment & paper:

- Aligning pay and performance
- Balanced Scorecard
- Career development planning
- Coaching
- Compensation and performance appraisal
- Computer based training (CBT)
- Definition and stages of careers
- Diversity
- Educational assistance programs
- Employee development
- Employee retention
- Fast tracking/high potentials
- Generational differences in the workforce/workplace
- Human resource development, performance management and organizational strategy
- Human resource development and human resources management
- Legal implications of performance appraisal
- Management by Objectives (MBO)
- Mid-career transitions
- Mentoring
- Motivation
- Organization Development
- Organizational Learning/Learning Organizations
- Pay-for-Performance
- Performance evaluation systems
- Performance management and evaluation of teams
- Performance appraisal systems
- Performance standards
- Performance analysis
- Performance feedback
- Professional associations
- Resumes
- Succession planning
- Systems Thinking
- Trends in performance appraisal
- Workforce trends
- 360-degree feedback

### **Course Schedule, Content & Assignments**

	<b><u>Begin</u></b>	<b><u>End</u></b>
<b><u>Introduction</u></b>		Sat. 5/14/16
Content/Focus:	9:00 am	4:00 pm
Course Overview		
HRD & PM in Historical, Social & Cultural Perspective		
Survey of the Field		
Assignment(s):		
Gilley & Maycunich, Chapters 1 & 2		
deBruijn, Chapter 1		
Interview(s) – Conduct to be able to post and participate in discussion during week of 5/23-5/29/16		
<b><u>Strategic Change</u></b>	Mon. 5/16/16	Sun. 5/22/16
Content/Focus:		
The Transition to Modern Context of HRD		
Assignment(s):		
Gilley & Maycunich, Chapter 4		
<b><u>Strategic Change (cont.)</u></b>	Mon. 5/23/16	Sun. 5/29/16
Content/Focus:		
Looking Toward the Practice of HR		
HRD&PM In Practice – Interviews & Discussion (Post interview presentation and participate in discussion)		
Assignment(s):		
Interview Paper due by 6/5/16		
<b><u>Recruitment &amp; Selection</u></b>	Mon. 5/30/16	Sun. 6/5/16
Content/Focus:		
Case Study 1		
Interview Papers Due		
Assignment(s):		
Gilley & Maycunich, Chapter 9		
Grote		
<b><u>Performance Management</u></b>	Mon. 6/6/16	Sun. 6/12/16
Content/Focus:		
Performance Review		
Case Study 2		
Assignment(s):		
Prep for Presentation & Discussion of Special Topics		

**HRD & PM in Focus – Special Topics**

Mon. 6/13/16 Sun. 6/19/16

Content/Focus:

Presentation and Discussion of Special Topics

Assignment(s):

Gilley & Maycunich, Chapters 6 & 7  
Special Topics Papers Due 6/26/16

**Professional Development**

Mon. 6/20/16 Sun. 6/26/16

Content/Focus:

Performance Appraisal  
Performance Improvement & Management  
Management & Leadership Development  
Special Topics Discussion

Assignment(s):

Begin/Continue Work on Group Project

**Note: No class unit formally schedule for 6/27-7/4 (4<sup>th</sup> of July holiday break)**

**Critical Perspectives on HRD&PM**

Tues. 7/5/16 Mon. 7/11/16

Content/Focus:

Critical Perspectives on HRD/HRM/PM

Assignment(s):

Continue/Complete Development of Group Project Assignment  
Course Capstone Paper Due 7/16/16

**Course Wrap-Up & Review**

Sat. 7/16/16

Content/Focus:

9:00 am 4:00 pm

Group Project Presentations & Discussion  
Summary Course Overview, Analysis, Reflections & Conclusions  
Course Capstone Papers Due  
Course Evaluations

**\*Important Note re: Assignments:**

**Assignments must be completed on or before the completion date for the unit as indicated by the unit schedule above and posted to “Assignments” on course site in Canvas for each unit.**