

FA 324 Interviewing for Employee Potential - Spring 2006

Location: Allstate Campus, Wednesdays, 5:15-8:15

Instructor: Donna Younger, Ed.D., dyounger@oakton.edu; 847 635 1655; fax: 847 635 1604

Competences

H3G: Can analyze the impact of social institutions on individual human development

A3C: Can examine a social issue from an ethical perspective.

FX: Can use behavioral interviewing to support human development.

Course Description

What are the obligations of the workplace to the worker ...and vice versa? Does the individual worker matter more or does the organization? How can the organization honor both words in "human capital" and be fiscally responsible? The ways that organizations approach selection, hiring, and training express their answers to these questions, intended or not. This course will examine ways to assess the competence and potential of individuals and to create avenues for individual development in the context of organizational effectiveness. Participants will learn skills of behavioral interviewing, interpreting interview data, and developmental feedback and will devise strategies for the ethical use of assessment results.

Evidence of Competence

Note: Students addressing two competences that offer the option of paper or presentation may satisfy only one competence through a presentation.

All Choose, read and review a book related to human resources development, Human capital, competence models and development, etc. Reviews will be done orally at the last class session, maximum of 10 minutes.

H3G Students will address this competence by examining an organization as an agent of a social institution (e.g., a particular company as a part of American business), focusing on how its practices affect the development of its employees. Students may present findings of their analysis through a written paper or a 10 minute presentation to the class (guidelines for both will be presented in class).

A3C Students will examine an organization's philosophy of the relationship
A3X between the company and its employees by conducting an interview with an officer, director or vice-president of the company. Questions should include:

- What is the employee's responsibility to the company?
- What is the organization's responsibility to the employee?
- Please describe a specific ethical dilemma the organization has Faced with regard to one of its employees or a group of employees. What principles guided the organization through this problem?
- Others as you wish.

Results of the interviews may be presented in written summary with your analysis or in a brief presentation at the last class session.

FX Students will demonstrate basic skills of behavioral interviewing and assessment through classroom exercises and homework assignments.

Required Texts:

The EPP Workbook. Excerpts from the EPP Training Manual, CAEL, 1999. Reproduced with permission.

- Additional readings will be distributed in class.

Class Schedule

Session

Topics

3/29	Introduction to the course and to each other The Waiter Exercise
4/5	Human attributes: IQ, EQ, personality Assessments of human attributes Assignment: Read excerpts from <i>Competence at Work</i> Competence Profile exercise
4/12	Developing and using competence models Behavioral Interviewing for Assessment Introduction to the EPP Assignment: Review Interview Guide Article distributed in class
4/19	Key Interviewing Techniques Interviewing practice
4/26	Interviewing Practice Assignment: Complete Identifying Capabilities Exercise and Interviewing Skills Self-Assessment
5/3	Interviewing practice Assessing interview data Matching people and environments
5/10	Handling Interview Problems Assignment: Review competence models and complete Exercise
5/17	Coding an interview: Videotaped interview
5/24	Using competence profiles in the workplace
5/31	Prsentations

Ground Rules

Attendance: The nature of the course depends on participation of group members, so attendance is central to learning of individuals as well as the group. Several in-class exercises will provide evidence of competence and must be completed. Students who miss these exercises will need to make them up in some way. If you know you will need to miss class due to *unavoidable* travel or commitments, make arrangements in advance to make up the work you will miss. If you miss class due to an emergency, contact me as soon as possible. While missing any class time might make it difficult for you to earn the grade you wish, missing more than one class session may lead to a significant grade reduction.

Academic Seriousness: It is expected that students will demonstrate their academic maturity by: honoring the Academic Integrity policy, participating actively in class activities, interacting respectfully but honestly with group members, preparing for each class session, seeking connections between course content and other experiences, and assuming responsibility for their own learning.

Incompletes: Students may request a grade of “Incomplete” if a significant change in circumstance prevents their timely completion of class sessions and/or assignments. The Incomplete Contract must include terms for resolving the Incomplete and must be submitted by the student and signed by the instructor. Failure to submit outstanding work by the specified deadline will result in a grade change from

IN to F. Students who do not submit work by the end of the quarter and who have not requested an IN, will be awarded an appropriate letter grade and not an Incomplete.