

To complete this course you will need to access the resources in your online course

## **DePaul University, School for New Learning Online Course Syllabus**

**Course Name: Human Capital In The Workplace: Business  
Performance Measures**

**Competences: H-2-C, S-3-F, F-X**

**Credit hours: May be taken for up to 4 credit hours, 10 weeks**

### **Course Description**

This course explores the notion of human capital as it is used in today's business environments. Human capital as a term is the result of the evolution of business organizations becoming knowledge-based enterprises. This evolutionary process, where talent has become perhaps the most important asset that organizations have, has been characterized by specific roles that people do. Through the rise of the self-reliant employee, organizations have been able to reformulate the value of human capital, while reaching out to become better communities of knowledge to leverage corporate strategy.

Human capital, a term that was perhaps first formalized by University of Chicago professor and Nobel Laureate Gary S. Becker in the early 1960s, is studied in this course in some detail. This course does not introduce students to the foundations of human behavior and relations that sustain the theory of human capital. Instead, it focuses on the concepts of human skill and on the outcomes of the investment of human competence. Since the notion of human capital is now widely accepted by modern business organizations, the course suggests that in order to obtain maximum investment return of human capital, it is necessary to watch its value and to help it. Hence, the course will introduce you to the study of Human Performance Technology, the professional field devoted to improving individual and organizational performance.

Of course there are many variables that predict how humans behave and perform in the workplace. We will focus on human capital investment and value as we study the foundations of human performance technology. Through the exploration of application exercises, the review of relevant literature and exposure to workplace-like scenarios, participants learn about the optimization and proper measurement of business strategy and human capital investment. You will study the work of leading authors in the field, as well as the contexts in which people work to apply business-driven measures to improve performance in their organizations.

This course is particularly helpful for students involved in human resource departments and other business functions that demand strategic alignment through performance measures and the creation and development of human capital.

## Course Competence

In this course, you will develop the following competencies:

Competence	Competence Statement
H-2-C	Can identify an organizational problem and design a plan for change based on an understanding of change theories or models
S-3-F	Can analyze the integration of new technology into a specific field of human endeavor from at least two perspectives
F-X	Written by student/faculty - In relation to either H2C or S3F

This section was repeated fro the above JD

## Course Goals

After completing this course you will be able to:

- Define human capital in the context of the workplace
- Identify the elements of human capital investment and management
- Articulate the characteristics of Human Performance Technology
- Describe instructional and non-instructional interventions to enhance human performance
- Apply human performance technology to complex organizational problems
- Identify the skills needed for human performance technologistsIdentify relevant workplace scenarios and apply human capital and Human Performance Technology concepts and solutions.

## Course Structure

This course consists of four modules. Each module is broken into units for a total of 10 units. The following table outlines the course content. Each unit is approximately one week long.

Week	Module	Module Theme	Unit #	Unit Name	Learning Activities and Assignments
1	1	Human capital	1	Defining human capital	Discussion and Reading
2			2	Management of human capital	Discussion, Reading and Knowledge paper
3	2	Introduction to human performance technology	1	Human performance improvement	Discussion, Reading and Reaction paper #1
4			2	Theoretical foundations of human performance improvement	Discussion and Reading
5	3	Performance interventions	1	Organizations and human performance technology	Discussion, Reading and Reaction paper #2
6			2	Performance interventions: non-instructional	Reading and Group Discussion
7			3	Instructional performance interventions and HR selection	Reading and Group Discussion
8	4	The field of human performance technology	1	The human performance technologist	Discussion, Reading and Application paper (H2C)
9			2	Human capital and consulting	Discussion, Reading and Application paper (S3F)
10			3	The business of human capital	Discussion, Reading and online Analysis Exercise

Assignments/ Activities (for two competencies):

- ▷ All students: Online discussions (ongoing activity)
- ▷ All students: [1] Knowledge paper assignment (1) (see appendix)
- ▷ All students: [1] Reactions papers assignments (2) (see appendix)
- ▷ All students: [1] Application paper assignment (1) (one per competence registered) (see appendix)
- ▷ All students: [1] Online analysis exercise assignment (see appendix)

There are one knowledge papers, two reaction papers and one written application exercises (per competence) in this course and you must participate in all directed class discussions online. In addition, you will need to conduct one analysis exercise on your own that you will discuss online but will not turn in to

your instructor as a written paper. You will be expected to discuss your analysis exercise online and elicit discussion about your analysis.

Application exercises will be done in groups by competence. If you are taking this course for two competencies, you will need to work on the six assignments.

For all students taking an F-X competence, you will need to define your focus area (H2C or S3F) by the second week in the course.

All students will participate in all electronic conferences as directed by the course facilitator. Participating in these conferences is necessary to pass this course. Instructions for the course electronic conferences will be sent directly by your course facilitator.

## **Course Assignments**

The written assignments for this course will be combined and build off of one another. Each assignment will help you prepare for the next and when completing the final written assignment, the Application Exercise; you will combine the prior three assignments into one large paper.

Knowledge Paper + Reaction Paper 1 + Reaction Paper 2 + Application Paper = *Final written assignment*.

You will also be responsible for online discussions, readings and an online Analysis exercise (see appendix).

All written assignments will adhere to the American Psychological Association (APA) Manual of Style. It is advisable that you obtain a desk copy for your regular use. Failure to use it in great detail will result in an automatic reduction of your grade. Use double spaced lines with any font no larger than 12 points. There is a word limit for each assignment that you must observe. When using different bibliographic resources, it is best if you primarily use a combination of academic journal articles and books. You may use magazine and/or newspaper articles only occasionally.

Assignments will be turned in by e-mail as Microsoft Word attachments to your instructor. If you use another text editor, make sure you save your work as .rtf files so that they are readable by your instructor. The following table illustrates the dates when assignments are due. The exact due dates will be posted by your course facilitator on the course web site at <http://www.snlonline.net>

Assignment	Competency Focus	Submit by
Knowledge paper - Defining Human Capital	Taking course for H-2-C / /S3F/F-X	1 End of week three
Reaction paper - Human Capital	Taking course for H-2-C / /S3F/F-X	1 End of week three
Reaction paper - Human Performance Technology	Taking course for H2C/ S-3-F / F-X	1 End of week five
Application exercise - Human Capital * Note - students taking two competencies must complete both Application exercises	Taking course for H-2-C / F-X	1 End of week eight
Application exercise - Human Performance Technology* Note - students taking two competencies must complete both Application exercises	Taking course for S-3-F / F-X	1 End of week nine
HPT/HC Analysis exercise	No paper submission, discuss exercise online for all competencies	1 Weeks eight through ten

The written assignments will be combined after you complete your Application Paper, for one large assignment. The assignments will build off of each other and act as springboards for the next assignment. It is extremely important to do each of the assignments and by the due date, as late assignments in one are will impact the next assignment.

Instructions for each assignment are located in the appendix of assignments to this study guide.

An important note about format and style → This course assumes that you can use a manual of style and format. The preferred style is the APA. Although a desk copy in not required text material, you will need to adhere to it to the best of your ability. Style and format are important in your paper presentations. Please follow the proper guidelines as requested.

## **Other Course Information**

### **Technology Requirements**

**Consistent access to a computer with an Internet connection is a requirement for this course.**

**You must back up and save all your work on external media (onto floppy disks, CD ROM or some other file storage location) and keep your Anti-Virus application software up-to-date.**

**“Loss of data” from virus infestation or crashed drives in NOT an acceptable excuse for late or missed assignments.**

## **Hardware and Software Requirements**

### **Computers**

The minimum requirements for IBM or compatible computers are:

- Pentium III computer running Win ME, Windows 2000 Professional or XP Home Edition or XP Professional (DePaul no longer supports Windows 98)
- 256 MB RAM
- 20 gigabyte hard drive
- 56K baud dial-up modem, or high-speed connection (DSL or a cable modem).
- CD-ROM drive, sound card and speakers
- Monitor with 1024 x 728 pixel resolution or better (32 bit true color)
- Printer

Macintosh users must have System 9.2.2 (or higher) with comparable features.

### **Browsers**

All of the Center for Distance Education's courses are accessed using a web browser. The following browsers (including the Flash 6 plug-in) are required for our program:

- **Windows:** Internet Explorer 5.5 and higher; Netscape Navigator 4.75 and higher
- **MAC:** Internet Explorer 5.2; Netscape Navigator 7.02

**The following are NOT CURRENTLY SUPPORTED: AOL, Prodigy, CompuServe, and the browsers: Opera, Mozilla, and Safari.**

In the future, courses may require newer browser versions. Therefore, you should regularly update your browser(s) to take advantage of their new features. To check if your computer meets the browser requirements for the program, please visit <http://www.snlonline.net> and go to the Browser test page [http://www.snlonline.net/prospects/technical\\_requirements.asp](http://www.snlonline.net/prospects/technical_requirements.asp)

## **E-mail Account Requirement**

You must have an Internet e-mail account. You can use your depaul.edu email account for this course. Your Internet Service Provider (e.g. SBCglobal.net, Earthlink.net, Comcast.net, etc.) may provide an e-mail account that you can use specifically for your snlonline.net courses, or you can use one of the free services (e.g. Yahoo.com).

We recommended that you establish and use a single email account that allows you to send and receive emails, with attachments. We recommend your using an email account that gives you the option to set security on incoming messages.

**Hotmail and AOL mail are NOT recommended for the Distance Education program** as their spam filters often refuse passage to emails from the course email lists.

## **Software**

You should have a recent version of Microsoft Office (Office 2000 or higher). Other required, but free programs, include QuickTime 6.0 or Windows Media Player, Acrobat Reader 6.0.1 or higher and WinZip evaluation version 8.1 or higher. These programs can be downloaded from [http://www.snlonline.net/prospects/technical\\_requirements.asp](http://www.snlonline.net/prospects/technical_requirements.asp)

## **Using the WebBoard/Discussion Conferences**

All the discussion that would ordinarily take place in a classroom takes place in the WebBoard Discussion Conferences in your online course. Just as you are expected to attend a course scheduled to take place in a classroom, so you must attend to your online course, **at least four times a week**. This is done by going to the Discussion Conference area to read what is written there and to contribute to the ongoing discussion.

When you login to your course, click on “Discussion Conference.” You will use your same course username and password to login to the Discussion Conferences as you do to login to your course.

If you are taking an SNL Online course for the first time, *you must update your profile* on the WebBoard Discussion Conference. You do this by clicking on the "MORE" option on the discussion conference. Please complete all the requested information. If you do not do so, you will appear as a **“deleted user”** when you post a message.

Please do not change your username and password in the "Discussion Conference" section of the course or you will be locked out of the Discussion Conferences. For more information on using the “Discussion Conference”, visit <https://www.snlonline.net/pdfs/webboard-basics.pdf>

## Time Management

SNL’s online courses are **not** self-paced and require a regular time commitment EACH week throughout the quarter.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour “face to face” course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

If you find yourself getting behind, please contact your course facilitator immediately.

## Academic Integrity

Please become familiar with

<http://studentaffairs.depaul.edu/handbook/code16.html>

**Plagiarism:** Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a facilitator finds that a student has plagiarized, the appropriate penalty is at the facilitator's discretion. Actions taken by the facilitator do not preclude the college or the university from taking further punitive action including dismissal from the university.

## **Your Facilitator's Role**

Your facilitator's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As facilitator, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments posted to your personal conferences in your personal conferences, or delivered to you by your facilitator via email.

The facilitator may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the facilitator, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

## **Your Role as a Student**

As an online student, you will be taking a proactive approach to your learning. As the course facilitator's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

You will learn with and from your classmates in the online discussions and group assignments, sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. You are encouraged to bring your questions to the online discussions and respond to each other—do not always wait for the facilitator to answer questions.

*If events arise in your life that will prevent your attendance in class for one week or more, it is your responsibility to make sure that your instructor is advised at the first possible opportunity. You, or a friend or family member can do that by email, postal mail or phone. Someone could also send a note to [snlonline@depaul.edu](mailto:snlonline@depaul.edu), or call either of the CDE contact numbers listed on page 1 of this guide. This will allow your instructor to assist you to make up missing work. If these events occur early in the quarter and you wait until the end of the quarter before informing your instructor, do not expect to receive an Incomplete.*

## **Incomplete Grades**

The intent of the INcomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an

event of significant magnitude (think “Hurricane Katrina”) adversely impact their ability to complete the course,

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have *satisfactorily* completed at least 75 percent of the coursework, and you have an event of “Katrina” magnitude that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the facilitator to take an incomplete in the course, you will be required to complete a contract with the facilitator, specifying how you will finish the missing work within the next two quarters. Incompletes not finished by the end of the second quarter will automatically become an F grade on your transcript.

## **Final Note**

Participating in SNL courses can be an enriching, rewarding experience, and a chance to share ideas in a safe environment.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

Enjoy the journey into lifelong learning!