

Syllabus

HRMT-536: Evidence-Based Tools for HR Decision Making

Written By: Debbie L. Philpott, Ed.D., CPA, CMA, SPHR, SHRM-SCP, CGW

Credit Hours: 3

Prerequisite Courses: HRM-535, Human Resources Management

Prerequisite Skills and Knowledge:

- Bachelor of Science degree from an accredited university

Course Outcomes

Upon completion of this course, you should be able to:

1. Apply human-capital business intelligence research theory to provide stakeholders with HR-relevant information for the purpose of improving organizational decision making.
2. Utilize quantitative and qualitative methods to analyze and interpret statistical and non-statistical data obtained through research.
3. Determine appropriate benchmarks and evaluate organizational performance.
4. Integrate the balanced scorecard methodology to improve organizational performance via collaborative processes.
5. Evaluate organizational performance and projections using HR-related trend and ratio analyses.
6. Develop HR support for full disclosure, accountability, and transparency from an ethical and biblical perspective in the generation of all information used by internal and external stakeholders.

Course Textbook

O'Leary, Z., & Hunt, J. S. (2016). *Workplace research: Conducting small-scale research in organizations*. Washington, DC: SAGE Publications.

Course Technology

- Off-Campus Library Services (OCLS)
- Computer
 - Internet access
 - Audio/speakers

Grading Scale

NOTE: In graduate-level courses, a grade of C- or below will require the course to be repeated.

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%-100%	950-1000
A-	3.7	92%-94.9%	920-949
B+	3.3	89%-91.9%	890-919
B	3.0	85%-88.9%	850-889
B-	2.7	82%-84.9%	820-849
C+	2.3	79%-81.9%	790-819
C	2.0	75%-78.9%	750-789
C-	1.7	72%-74.9%	720-749
D+	1.3	69%-71.9%	690-719
D	1.0	65%-68.9%	650-689
F	0.0	0%-64.9%	0-649

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

Letter Grade Equivalencies

NOTE: In graduate-level courses, a grade of C- or below will require the course to be repeated.

Grade	Description of Work
-------	---------------------

A	Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.
B	Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree program. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.
C	Quality and quantity of work in and out of class are average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.
D	Quality and quantity of work are below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below-acceptable levels.
F	Quality and quantity of work are unacceptable and do not qualify the student to progress to a more advanced level of work.

Course Workshop Summary

Workshop	Quiz*	Discussion*	Assignment*	Total Points
Workshop One	-	1/70	1/90	160
Workshop Two	-	1/70	1/90	160
Workshop Three	1/10	1/80	-	90
Workshop Four	-	1/80	-	80
Workshop Five	-	1/80	1/250	330
Workshop Six	-	1/80	1/100	180
Course Totals	1/10	6/460	4/530	1000

* Number of Activities/Sum Point Totals

Course Assignments

Workshop One Outline

Title	Due Dates	Time	Points
1.1 Exercise: Mindfulness	Due by the end of the first day of the workshop.	30 minutes	0
1.2 Discussion: Broader Organizational Agendas	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	6.5 hours	70
1.3 Assignment: Evidence-Based Management Assessment	Due by the end of the workshop.	8 hours	90
Totals		15 hours*	160

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Exercise: Five Metrics of Life	Due by the end of the first day of the workshop.	30 minutes	0
2.2 Discussion: Developing the Research Question	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	7 hours	70
2.3 Assignment: Writing the Research Proposal	Due by the end of the workshop.	8 hours	90
Totals		15.5 hours*	160

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Quiz: Authority, Reason, and Logic	Due by the end of the fourth day of the workshop.	1.5 hours	10
3.2 Discussion: Critical Thinking: Analysis of Articles	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	7 hours	80
3.3 Exercise: Research Project	Due by the end of the workshop.	8.5 hours	0
Totals		17 hours*	90

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Exercise: Ceteris Paribus ("Other Things Being Equal")	Due by the end of the first day of the workshop.	30 minutes	0
4.2 Discussion: Gathering Primary Data	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	7 hours	80
4.3 Exercise: Research Project	Due by the end of the workshop.	9.5 hours	0
Totals		17 hours*	80

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Exercise: How Is Spiritual Growth to Be Measured?	Due by the end of the first day of the workshop.	30 minutes	0
5.2 Discussion: Keeping the Bigger Picture in Mind	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	7 hours	80
5.3 Assignment: Writing the Professional Report	Due by the end of the workshop.	9.5 hours	250
Totals		17 hours*	330

Workshop Six Outline

Title	Due Dates	Time	Points
6.1 Exercise: Fostering Values in Self	Due by the end of the first day of the workshop.	30 minutes	0
6.2 Discussion: Fostering Values in Organizations	Initial post due by the end of the fourth day of the workshop; two responses due by the end of the workshop.	7 hours	80
6.3 Assignment: The HR Balanced Scorecard	Due by the end of the workshop.	8 hours	100
End of Course Survey	Due by the end of the workshop.	-	10 extra credit
Totals		15.5 hours*	180

* These times are only estimates. Actual assignment completion times will vary.

Course Development Resources

Acquire: Evidence from the scientific literature. (n.d.) Retrieved from Center for Evidence-Based Management: <https://www.cebma.org/wp-content/uploads/CEBMA-Acquiring-Evidence-From-The-Scientific-Literature.pdf>

Barends, E., Rousseau, D. M., & Briner, R. B. (2014). *Evidence-based management: The basic principles.* Amsterdam. Retrieved from Center for Evidence-Based Management: <https://www.cebma.org/wp-content/uploads/Evidence-Based-Practice-The-Basic-Principles.pdf>

Center for Evidence-Based Research. (2018). Retrieved from <https://www.cebma.org/>

Chiang, H., Han, T., & McConville, D. (2018). The attitudinal and behavioral impact of brand-centered human resource management: Employee and customer effects. *International Journal of Contemporary Hospitality Management*, 30(2), 939–960. <https://doi.org/10.1108/IJCHM-02-2016-0103>

Dalal, R. S., & Bolunmez, B. (2016). *Evidence-based strategies to improve workplace decisions: Small steps, big effects.* SHRM-SIOP Science of HR Series. Retrieved from <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/SHRM-SIOP%20Decision%20Making.pdf>

Fitz-enz, J. (2009). *The ROI of human capital: Measuring the economic value of employee performance* (2nd ed.). New York, NY: AMACOM.

Huo, B., Han, Z., Chen, H., & Zhao, X. (2015). The effect of high-involvement human resource management practices on supply chain integration. *International Journal of Physical Distribution & Logistics Management*, 45(8), 716–746. <https://doi.org/10.1108/IJPDLM-05-2014-0112>

Menon, S. T. (2012). Human resource practices, supply chain performance, and wellbeing. *International Journal of Manpower*, 33(7), 769–785.
<http://dx.doi.org/10.1108/01437721211268311>

O’Leary, Z., & Hunt, J. S. (2016). *Workplace research: Conducting small-scale research in organizations*. Washington, DC: SAGE Publications.

Paul, R., & Elder, L. (2006). *Critical thinking: Learn the tools the best thinkers use* (concise ed.). Columbus, OH: Pearson Education.

Rousseau, D. M., & Barends, E. G. R. (2011). Becoming an evidence-based HR practitioner. *Human Resource Management Journal*, 21(3), 221–235.
[doi:10.1111/j.1748-8583.2011.00173.x](https://doi.org/10.1111/j.1748-8583.2011.00173.x)

Rousseau, D. M. (2006). Is there such a thing as “evidence-based management”? *Academy of Management Review*, 31(2), 256–269.
<https://doi.org/10.5465/amr.2006.20208679>

Salkind, N. J. (Ed.). (2010). Primary data source. In *Encyclopedia of Research Design*. Thousand Oaks, CA: SAGE Publications. Retrieved from
<http://methods.sagepub.com/reference/encyc-of-research-design/n333.xml>

Survey versus questionnaire: What's the difference? (n.d.). Retrieved from
<https://www.surveymonkey.com/mp/survey-vs-questionnaire/>

TeacherStream LLC. (2009). *Mastering online discussion board facilitation*. Retrieved from <https://www.edutopia.org/pdfs/stw/edutopia-onlinelearning-mastering-online-discussion-board-facilitation.pdf>

Use of workforce analytics for competitive advantage. (2016, May). Retrieved from SHRM Foundation:
<https://www.shrm.org/foundation/ourwork/initiatives/preparing-for-future-hr-trends/Documents/Workforce%20Analytics%20Report.pdf>

Wegerer, P. K. (2018, May). Ethical branding as a discursive resource for employee identity work: A case study. *German Journal of Human Resource Management*, 32(2), 102–119. doi:10.1177/2397002218760511

What is a scholarly article? (2011). Retrieved from California State University, Chicago: <https://libguides.csuchico.edu/scholarly>

Workforce analytics and HR metrics. (2018). SHRM Special Reports & Expert Views. Retrieved from <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Pages/Workforce-Analytics.aspx>

Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

Expectations, Policies, and Important Student Information

School/Division	Link
DeVoe School of Business	View School/Division Expectations, Policies, and Student Information
Division of Liberal Arts	
School of Services and Leadership	

School/Division	Link
School of Educational Leadership	View School/Division Expectations, Policies, and Student Information
Wesley Seminary @ IWU	View School/Division Expectations, Policies, and Student Information
Nursing – Undergraduate	View School/Division Expectations, Policies, and Student Information
Nursing – Graduate	View School/Division Expectations, Policies, and Student Information

Listen
Dictionary
Translate