I encourage you to make an appointment to meet with me if you have any questions or would like to discuss any parts of the class. Except in unusual circumstances I will be available for three hours before class and can stay after class for a short time if that is easier for you. Just please let me know if you would like to meet so I can make arrangements if necessary. Please feel free to connect with me about the class and any questions or ideas you have about this course. This is a course that lends itself well to a continuous learning environment so I welcome your thoughts, ideas, and critiques.

Content Description:

HRIR 6304 is designed to provide an overview of employee development from a practitioner’s perspective as well as a theory and research perspective. We will be looking at what current practice is for employee development within organizations, as well as what the research says about best practices and theoretical underpinnings. This course will be taught with a substantial component of corporate presentations, class discussion and case dissection. The purpose of this case work is to give you the chance to analyze, evaluate, and determine the best course of action for a given employee development need. As every organization, and every employee, will face different development challenges this course will allow you to try out your ideas and understand the needs and realities facing employee development situations in the workplace.

Course Objectives:

The objectives of this course are to (a) increase our understanding of the substantive issues underlying employee development in organizations, (b) critically analyze theoretical and practical applications of employee development, (c) relate employee development to other important organizational functions, (d) discuss and advance our own ideas about employee development, and (e) identify future directions in the field.

Required Materials:

Required readings will be listed on the Moodle site prior to each class. These readings will all be available either online through the UMN library database or will be posted as PDF copies on the Moodle site.

Developmental assessments are a required part of this course. You will be responsible for completing the assessments and bringing your results to class on the assigned day. In our class discussion, we will interpret and discuss the results of the assessments. The two measures we will complete are the PWBI and the CLII. The PWBI is a self-report inventory assessing modern constructs related to work styles and work behaviors. The CLII is a modern self-report inventory that assesses career related interests. Instructions for completing the PWBI and CLII will be provided to you via email in advance of the class in which we will be discussing the assessments.
Coursework and Grades:

Given the interactive nature of a case-based course, your grade will be weighted on your participation in class. There will also be a final team presentation, an individual paper, and a team case analysis that will contribute to your grade. Each of these components and its contribution to your grade is discussed below.

**Team Final Presentation (30 points)**

During the last night of class (March 1) each team will present their evaluation of an employee development question for a given organization. This will be a “live case” question as there will be an organization looking for your suggestions coming in to present their case. Presentations will be made by each team to representatives from the given organization as well as the instructor. Your presentation should include your evaluation of the case and your ideas for implementation. All teams will present on March 1st and all students must take part in their team’s presentation. You will receive more detailed information about this assignment, as well as your topic and organization later in the course.

**Position Paper (30 points)**

The purpose of this paper is for you to explore a topic of interest with depth and specificity and think about the practical workplace applications of this knowledge. Your topic should be something you have experienced in your work life or a topic of particular interest to you under the overall heading of Employee Development.

In this paper you take a position and make a claim on your topic. Your claim should make an assertion of value (X practice is good or bad) OR should make a claim about what an organization SHOULD do related to your topic. If your topic comes from your work experiences you could view this as an advocacy paper where you are recommending an extension, expansion, or change in an Employee Development policy or practice.

You should justify your claim using research and/or professional experience to investigate organizational practices related to your topic. Theories from class, scholarly research in HR, practitioner research and best practices, and examples from professional contexts or personal experiences can all be used to justify your position on the issue. Include citations as needed for any outside research.

Your paper should be approximately five pages long. You must sign up for a topic be the second night of class.

**Team Case Analysis (25 points)**

This semester our class will have the opportunity to hear from different corporate speakers nearly every night. Each of these speakers will be talking about the work they have done in their corporation for the topic of the evening. Each team will be assigned a specific night and topic for their team case analysis. These teams will be expected to write a five page paper on the topic and case discussion of the evening that will be due two weeks later. The papers should include the following:

- Short (very short) overview of topic and case from class
- Crucial issues/key questions for the corporation in question
- Evaluation of the company response
- Suggestions on where the company should go from here
- Include reasoning with reference to class readings and discussion (cite)
- Include suggestions on implementation and evaluation
- Potential issues, pitfalls or unintended consequences might emerge from the identified courses of action for the company to consider
The papers will be graded by me and then forwarded to the company representative so that they can benefit from your consulting thoughts and suggestions. The paper will also be posted on the Moodle website so that all of you can refer back to them as you go through your work life. (For as long as Moodle is active and you have access to it.)

Assignment nights will be decided on the first night of class.

**Participation and Readings (15 points)**

This class is heavy on discussion and analysis of employee development situations. Your participation grade will be based on the extent to which you attend and ACTIVELY participate in class. This extends beyond asking and responding to questions. You need to be prepared to listen, comment, solicit the viewpoints of others, etc. I also recognize that, given the nature of enrollment for this course, many of you may have very relevant personal experience that could benefit all of us if they are shared. So, again, I encourage you to share these experiences with your classmates and with me.

Your participation grades will be based on my assessment of your participation each week. You will be given marks based on the following scale each week so you know where you are in terms of participation:

“0” means participation is very weak. Student appeared distracted in class, failed to participate, was inattentive and unresponsive.

“1” means participation was not substantive. Student appeared attentive in class and followed the discussion but did not contribute.

“2” means participation was good. Student seemed attentive and actively following the discussion. Student contributed, or tried to contribute, in class and was an active member of the small group discussions.

Students are expected to have a majority of “2” scores for the term with few “1” being acceptable. An abundance of “0” or “1” may significantly affect your participation points for the class.

The last five points in this section are for each night of readings. You need to submit up to a paragraph on the night’s readings. This might be a question about the readings, something you found interesting, something you agreed or disagreed with in the readings, etc. You can focus on one reading, or touch on more than one. The paragraph must be submitted by 4pm the night before class so that I can read them and incorporate your thoughts and questions into the class.

**Summary Grades (100 points)**

The four components above (Final Presentation, Position Paper, Case Analysis, and Participation/Attendance) will be combined into a 100 point composite. Final grades will be assigned based on the following scale:

A/A- means Superior Performance – Total understanding (written and oral) of all materials with superior demonstrated ability to apply knowledge

B+/B/B- means Good Performance – Excellent understanding (written and oral) of all materials with demonstrated ability to apply knowledge to most situations

C+/C/C- means Average Performance – Adequate understanding (written and oral) of most materials with demonstrated ability to apply knowledge to most situations
Late Work
All assignments are due at the beginning of class on the day that they are due. If you know you will miss class when a paper is due, turn it in ahead of time or it will not be accepted.

Disclaimer
This syllabus is not a contract, but a plan for action. The instructors reserve the right to alter its stipulations, upon prior notification to students, if and when educational circumstances warrant changes.

Course Schedule
This course schedule is tentative. Some of the nights may be switched depending on the availability of outside speakers and the length of discussion of the cases we discuss in class. However, you will always have at least a week of advance notice about what topic we will cover in the next meeting and the required readings for that night.

Because the quality of the class session depends on your understanding of the content, I expect that you will have done all the required readings before class and that you will come prepared to participate in the discussion and the case analysis. As mentioned previously, part of your participation grade will be determined by your ability to demonstrate in class that you have done the assigned reading.

Session 1 – January 18th – Introduction and Engagement
Introduction to the class and introduction to case analysis for this course
The changing nature of employee and career development
Employee engagement

Session 2 – January 25th – Onboarding and Socialization
Employee socialization and onboarding

Session 3 – February 1st – Assessment, Individual Development
Assessing developmental needs for the individual
Individual Development Plans
Leadership planning

YOUR INDIVIDUAL ONLINE ASSESSMENTS ARE DUE FOR THIS SESSION. BE SURE TO BRING A COPY OF YOUR RESULTS TO CLASS.

Session 4 – February 8th – Mentoring
Mentoring and employee development

Session 5 – February 15th – Performance Management
Performance reviews, coaching, development

YOUR INDIVIDUAL PAPERS ARE DUE AT THE BEGINNING OF CLASS ON THIS NIGHT.

Session 6 – February 22nd – Change Management
Team building, creating or changing a culture

Session 7 – March 1st – Putting it into Practice
Final team presentations
Class wrap-up

FINAL TEAM PRESENTATIONS WILL BE DONE THIS NIGHT FOR ALL TEAMS.
General Carlson School of Management Academic Policies

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/CLASSNOTESTUDENTS.html.
Carlson School of Management Course Grading Policy:

In 2009, the results of a comprehensive study of grading in the Carlson School were presented to the faculty. In response to the conclusions of the study, the Carlson School faculty developed and approved the following grading policy:

Grades are an integral part of the educational process. They are one form of feedback concerning academic performance. The Carlson School is resolute that the differences in course achievement are reflected in the differences in course grades. Grades are based on a combination of exams, terms papers, class participation, case analyses, and other assignments. In all cases, it is the instructor who determines grading criteria.

Final Grades will be based on an A through F scale following the level of accomplishment outlined by the University of Minnesota:

A: Represents achievement that is outstanding relative to the level necessary to meet course requirements.
B: Represents achievement that is significantly above the level necessary to meet course requirements.
C: Represents achievement that meets the course requirements in every way.
D: Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
F: Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and that student that the student would be awarded a grade of "incomplete."

For additional information, please refer to: [http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html](http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html).

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: [http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html](http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html).

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html](http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html).

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: (UM Crookston - https://www.crk.umn.edu/units/disability-resource-center, UM Duluth - [http://www.d.umn.edu/disability-resources](http://www.d.umn.edu/disability-resources), UM Morris - [http://www.morris.umn.edu/academicsuccess/disability/](http://www.morris.umn.edu/academicsuccess/disability/), UM Rochester - [http://r.umn.edu/student-life/student-services/disability-resources](http://r.umn.edu/student-life/student-services/disability-resources), UM Twin Cities - [https://diversity.umn.edu/disability/](https://diversity.umn.edu/disability/) ) or e-mail (UM Crookston - myers062@crk.umn.edu, UM Duluth - access@d.umn.edu, UM Morris - hoekstra@morris.umn.edu, UM Rochester - sdzavada@r.umn.edu, UM Twin Cities - drc@umn.edu) with questions.
Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”.