

HRIR 6303 Industrial Relations

Sec 060, Fall 2020 Term B, 2 credits

Course Instructor

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Office: Remote

Office Hours: By appointment (remote via Zoom)

Please feel free to contact me with any questions and ideas you may have about the course. I also want to emphasize that I welcome open discussion about concerns and/or critical feedback related to the course. This is a continuous learning environment, both for you and for me. In terms of getting in touch with me, I will generally be available for at least an hour remotely before every class meeting. I am also receptive to meeting remotely after class if your work schedule makes it difficult for you to come in early. Other than that, you should message me to set up specific appointments.

Tennessee Warning Notice Pursuant to MN Department of Administration's Data Practices

To make this class more accessible to all enrolled students, we intend to record all class lectures and discussions. Since your audio/video may be part of those recordings we are informing you. Along with the instructor and teaching assistants, these recordings will be shared with only the students enrolled in the class during this semester, in accordance with FERPA regulations.

Course Meeting Information

Time: T 5:45PM - 9:05PM (10/27/20 - 12/15/20)

Place: Remote

Course Prerequisites

HRIR 6301 or instructor consent

Textbook & Reading Materials

Required Course Materials

Required readings are listed in the tentative course schedule. The course readings are almost all available full-text on the online UMN library databases. Where appropriate, I have posted PDF copies on the Canvas Course Site.

I also reserve the right to hand out additional readings or to provide you with Internet links for additional readings beyond those listed in the syllabus. These additional readings may or may not be designated as required readings based on my assessment of their content relevance and importance.

Course Description, Goals, & Objectives

This course is designed to provide an in-depth appreciation of a systems approach to training and development in organizations. We will explore theoretical advancements, empirical research, and applications of psychological and HRM research to organizational training. At the onset of the course, students will be introduced to the nature and extent of training in organizations. We will pay close attention to the current challenges of an increasingly diverse and dynamic workplace and related implications for organizational training. Consistent with a systems approach, students will explore issues pertaining to assessing training needs and evaluating the effectiveness of training. This will include topics such as opportunity to perform trained tasks, skill retention and decay, transfer of skill and training, and contextual influences on training effectiveness. We will also examine instructional design and the role of individual differences in training. Students will be introduced to a large variety of on- and off-site training techniques as well as special topic areas including eLearning and diversity training.

Although issues regarding training are presented primarily from an HRM perspective, the content of the course is integrated with literature from other disciplines such as adult education, HRD, industrial/organizational, social, cognitive, and human factors psychology.

Coursework/Assignments

Given the condensed time frames for the course, your grade will be based primarily on a comprehensive final exam administered at the end of the term. In addition to the final, you will be required to complete a brief position paper on one of the assigned topics from the course. Finally, a smaller portion of your grade will be determined based on your class participation and activities completed for class. Each of these components of your grade and its contribution to your grade is discussed below.

Final Exam

The final exam will be a comprehensive, take-home exam, consisting of long-essay questions. The content of the questions will be drawn from BOTH the assigned readings AND our class discussions. Your answers to the exam questions SHOULD incorporate material (properly cited) from BOTH of these sources. As the course progresses, I will provide additional information regarding the structure of and expectations for the final. The final must be submitted on or before December 15th. Please note that papers submitted later will be penalized or assigned a grade of zero. You will receive detailed instructions concerning the assignment, including penalties for late submissions, at a later date.

Position Paper

You will complete a relatively brief position paper for one of the assigned topics. This paper should follow standard formatting rules (i.e., standard font, 12pt, 1" margins, etc.) and should be at least three pages in length, typed, and double-spaced. I understand that some of you may find the need to go beyond the three-page suggestion, but please do not exceed four pages. In this paper, I expect you to provide your thoughts or "position" on an assigned topic for the course. Although you may reference assigned readings, this paper should NOT be a summary of the readings for the week. Rather, you should provide unique insight, personal reactions, recollections of personal experience, suggestions for scientific inquiry or organizational practices, a critique of the approach, or anything else that shows you have given some extensive thought to the topic. These papers will be evaluated CRITICALLY and graded, so please ensure that they reflect your best and original work. Finally, the papers must be turned in PRIOR to our discussion of the given topic (i.e., at the beginning of the class for that evening). Again, I do not accept late papers. Papers submitted late will be assigned a grade of zero.

Participation and Attendance

Your participation grade will be based on the extent to which you remotely attend and ACTIVELY participate in class. I realize that given the special circumstances of this semester, not everyone will be able to attend every session. For those of you unable to attend, due to time zone differences or other factors, please contact me so we can discuss what participation will look like for you. Note that I will also consider such factors as responsiveness to assigned activities (e.g., discussion posts, reflective exercises, etc.). Please be aware that participation extends beyond asking and responding to questions. I want to see that you have prepared for class and given some serious thought to the issues we will discuss. Regardless of whether I am lecturing, we are engaging in group activities or discussions, guest lecturers are presenting, or your classmates are interjecting their ideas, I expect that you will 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.

Grading Criteria and Summary

| | |
|----------------|-----------|
| Participation | 30 points |
| Position Paper | 25 points |

| | |
|------------|------------|
| Final Exam | 45 points |
| Total | 100 points |

93-100 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

60-69 = D

50-59 = F

Make-up for Missed Attendance, Assignments, & Exams

Please review the **[university policy on make-up work](https://policy.umn.edu/education/makeupwork)** **[_\(https://policy.umn.edu/education/makeupwork\)](https://policy.umn.edu/education/makeupwork)**

Carlson & University Policies

Student Academic Misconduct and Scholastic Dishonesty

The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one's own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University.

Review the **[Student Conduct Code](https://z.umn.edu/policy-carlson_student_conduct_code)** **[_\(https://z.umn.edu/policy-carlson_student_conduct_code\)](https://z.umn.edu/policy-carlson_student_conduct_code)**
and **[Student Conduct and Academic Integrity website](https://z.umn.edu/student_conduct_academic_integrity)**
[_\(https://z.umn.edu/student_conduct_academic_integrity\)](https://z.umn.edu/student_conduct_academic_integrity).

If you are interested in learning more about how to cite sources and avoid plagiarism, U of M libraries offers online [tutorials and tools related to citations](https://z.umn.edu/research_citation_tools) [_\(https://z.umn.edu/research_citation_tools\)_](https://z.umn.edu/research_citation_tools). You can also visit the [Center for Writing](https://z.umn.edu/center_for_writing) [_\(https://z.umn.edu/center_for_writing\)_](https://z.umn.edu/center_for_writing) for additional assistance.

Accommodations for Students with Disabilities

The University of Minnesota is committed to providing all students equal access to learning opportunities.

The Disability Resource Center (DRC) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with the DRC, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact the DRC for a confidential discussion at 612-626-1333 (V/TTY) or at drc@umn.edu [_\(mailto:drc@umn.edu\)_](mailto:drc@umn.edu). Additional information is available on the [Disability Resource Center website](https://z.umn.edu/disability_resource_center) [_\(https://z.umn.edu/disability_resource_center\)_](https://z.umn.edu/disability_resource_center).

Title IX

Title IX [_\(https://z.umn.edu/title_ix_process\)_](https://z.umn.edu/title_ix_process) prohibits sex discrimination, including sexual harassment, sexual assault, stalking, and relationship violence, in education.

Students with 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 or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. Learn more about the broad range of confidential [mental health services](https://z.umn.edu/mental_health_services) [_\(https://z.umn.edu/mental_health_services\)_](https://z.umn.edu/mental_health_services) available on campus.

Student Writing Support





As a student, you may experience challenges in your writing. The University of Minnesota has a [student writing support resource](https://z.umn.edu/student_writing_support) [_\(https://z.umn.edu/student_writing_support\)_](https://z.umn.edu/student_writing_support) to help with your writing.

Additional University Policies

1. Grade definitions from the Administrative Policy: [Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester](https://z.umn.edu/policy-grading_definitions_transcripts) [_\(https://z.umn.edu/policy-grading_definitions_transcripts\)_](https://z.umn.edu/policy-grading_definitions_transcripts).
2. Scholastic Dishonesty (see Board of Regents Policy: [Student Conduct Code](https://z.umn.edu/policy-student_conduct_code) [_\(https://z.umn.edu/policy-student_conduct_code\)_](https://z.umn.edu/policy-student_conduct_code) and the Administrative Policy: [Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Morris, Rochester](https://z.umn.edu/policy-instructor_unit_responsibilities) [_\(https://z.umn.edu/policy-instructor_unit_responsibilities\)_](https://z.umn.edu/policy-instructor_unit_responsibilities)).

3. Administrative Policy: **[Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester](https://z.umn.edu/policy-makeup_work)** [_\(https://z.umn.edu/policy-makeup_work\)](https://z.umn.edu/policy-makeup_work)
4. Board of Regents Policy: **[Student Conduct Code](https://z.umn.edu/policy-student_conduct_code)** [_\(https://z.umn.edu/policy-student_conduct_code\)](https://z.umn.edu/policy-student_conduct_code); Administrative Policy: **[Teaching and Learning: Student Responsibilities \(Twin Cities, Crookston, Morris, Rochester\)](https://z.umn.edu/policy-teaching_and_learning_student_responsibilities)** [_\(https://z.umn.edu/policy-student_responsibilities\)](https://z.umn.edu/policy-student_responsibilities)
5. Board of Regents Policy: **[Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](https://z.umn.edu/policy-sexual_harassment_assault_stalking_relationship_violence)** [_\(https://z.umn.edu/policy-sexual_harassment_assault_stalking_relationship_violence\)](https://z.umn.edu/policy-sexual_harassment_assault_stalking_relationship_violence)
6. Board of Regents Policy: **[Equity, Diversity, Equal Employment Opportunity, and Affirmative Action](https://z.umn.edu/policy-equity_diversity_eo_aa)** [_\(https://z.umn.edu/policy-equity_diversity_eo_aa\)](https://z.umn.edu/policy-equity_diversity_eo_aa)
7. Board of Regents Policy: **[Disability Services](https://z.umn.edu/policy-disability_services)** [_\(https://z.umn.edu/policy-disability_services\)](https://z.umn.edu/policy-disability_services)
8. Board of Regents Policy: **[Academic Freedom and Responsibility](https://z.umn.edu/policy-academic_freedom_responsibility)** [_\(https://z.umn.edu/policy-academic_freedom_responsibility\)](https://z.umn.edu/policy-academic_freedom_responsibility)

Course Summary:

| Date | Details | Due |
|------------------|--|------------|
| Tue Oct 27, 2020 |  <u>HRIR 6303 (060) Employee Training: Creating a Learning Organization (Fall 2020)</u> _(https://canvas.umn.edu/calendar?event_id=434917&include_contexts=course_198277) | 5pm to 9pm |
| Tue Nov 10, 2020 |  <u>HRIR 6303 (060) Employee Training: Creating a Learning Organization (Fall 2020)</u> _(https://canvas.umn.edu/calendar?event_id=434919&include_contexts=course_198277) | 5pm to 9pm |
| Tue Nov 17, 2020 |  <u>HRIR 6303 (060) Employee Training: Creating a Learning Organization (Fall 2020)</u> _(https://canvas.umn.edu/calendar?event_id=434920&include_contexts=course_198277) | 5pm to 9pm |
| Tue Nov 24, 2020 |  <u>HRIR 6303 (060) Employee Training: Creating a Learning Organization (Fall 2020)</u> _(https://canvas.umn.edu/calendar?event_id=434921&include_contexts=course_198277) | 5pm to 9pm |

| Date | Details | Due |
|------------------|---|---------------|
| Tue Dec 1, 2020 |  HRIR 6303 (060) Employee Training: Creating a Learning Organization (Fall 2020) (https://canvas.umn.edu/calendar?event_id=434922&include_contexts=course_198277) | 5pm to 9pm |
| Tue Dec 8, 2020 |  HRIR 6303 (060) Employee Training: Creating a Learning Organization (Fall 2020) (https://canvas.umn.edu/calendar?event_id=434923&include_contexts=course_198277) | 5pm to 9pm |
| Tue Dec 15, 2020 |  Dropbox for Final Exam (https://canvas.umn.edu/courses/198277/assignments/1458501) | due by 5:45pm |
| |  Participation (https://canvas.umn.edu/courses/198277/assignments/1458502) | |
| |  Position Paper (https://canvas.umn.edu/courses/198277/assignments/1458503) | |