HRIR 6304  Employee Development

Sec 060, Spring Term, 2 credits

Course Instructor

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Office Hours: by appointment

Course Description, Goals, & Objectives

This course is designed to provide an overview of employee development from a practitioner's perspective. We will be looking at what current practice is for employee development within organizations. This course will be taught with a substantial component of corporate presentations, practitioner knowledge and class discussions. The course will span a variety of topics that support the overarching framework of development such as individual career development, leadership coaching, diversity and inclusion, talent management and other pertinent topics.

The objectives of this course are to (a) increase your understanding of the various components of employee development, (b) discuss and advance your own ideas around employee development, and
(c) give you an opportunity to apply what you have learned from readings, lecture and guest speakers.

Disclaimer: This syllabus is not a contract, but a plan for action. The instructor reserves 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 nights may be switched depending on the availability of outside speakers. However, you will always have advance notice about what topic we will cover and the required reading.

- Class 1/ Jan 20/21: Employee Development and Individual Development Plan (IDP)
- Class 2/ Jan 27/21: Leadership Coaching and Development
- Class 4/Feb 10/21: Diversity, Equity and Inclusion
  **YOUR INDIVIDUAL PAPERS ARE DUE AT THE BEGINNING OF CLASS ON THIS NIGHT.**
- Class 5/Feb 17/21: Work-life and Wellness
- Class 6/Feb 24/21: Mentoring
- Class 7/Mar 3/21: Final Group Presentations

Course Work and Grades:

Given the interactive nature of this course, part of your grade will be determined by your participation in class. There will also be an individual IDP assignment and short paper, and a team presentation that will contribute to your grade. Each of these components and its contribution to your grade is discussed below.

Participation and Readings (15 points)

This class is heavy on discussion and guest speaker content. 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.

**Individual Development Plan and Short Paper (35 points)**

You will complete an individual development plan that includes (1) a rudimentary job/competency analysis. You can leverage competencies your organization has identified for your job, requirements outlined in your job description, or skills/competencies required for a future position (2) a high-level skills assessment to determine areas of opportunity, (3) identification of improvement strategies and goals for areas of opportunity, and (4) a commitment to work your plan for development. I will provide a template for the assignment. Along with your completed IDP, you will be required to write a brief paper to document your experience and how you will monitor your progress. The paper should be no more than 5 pages and capture the following points in addition to other personal/creative content you would like to share. Include citations as needed for any outside research.

- Elaborate on your overall experience following the IDP process
- Elaborate on your areas of opportunities and how you will approach your personal development
- What are your personal views on the IDP process and support your perspective?
- How should this process evolve to meet the changing demands of the workplace?
- How will you monitor your progress?

The assignment needs to follow standard format: 12 point font-Times New Roman, double spaced, 1 inch margin and APA or MLA for your citations

**Team Project (50 points)**

The purpose of this project 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.

Your team should 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 topic 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, or personal experiences can all be used to justify your position on the issue. Include citations as needed for any outside research.

Your presentation should be 15 minutes and everyone on your team is expected to fully contribute. Team members will be given the opportunity to provide feedback on group participation.

You must submit your topic before the second night of class. To signup for a topic, you will need to email the professor and Teaching Assistant, and the entire group should be cc'd on the email. We will get back to you before third night of class if your topic is accepted or needs revision.

• An "A" presentation is the following:
  Ø Contains complete and accurate information.
  Ø Exceeds the stated parameters and is enhanced in relevant and interesting ways, where appropriate.
  Ø Well supported with sources (i.e. readings, lecture, etc.).
  Ø Superbly executed by the group.

Your presentation is due before the final night of class, March 3, 2021.

Course Prerequisites

6301 or Instructor Consent

Course Delivery Methodology

Course will be delivered entirely on zoom platform. Please make sure to login on time and be prepared for class.

Course Meeting Information

Time: 5:45pm-9:05pm (CST)

Place: On-line (Zoom video)

Structure:

• Lecture
• Guest Speaker
• Break
• Group Collaboration (presentation and/or IDP)

Additional Meetings:

• You may need to work with peers on some course projects. The time and place/method of meeting will be determined by you and your peers.

Tennesen 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.

Communication and Canvas Notifications

The Canvas Notifications system is the communication tool that we will use in this for course-relevant announcements. If you have not altered your notification settings, you will receive course announcements in your UMN email immediately when they are made. If you have altered your notification setting for announcements, you can reset Canvas to deliver email notification to your UMN address as below.

![Canvas Notifications]

You may also choose to receive notifications through additional channels including a personal email address, push notifications if you have the Canvas app on your phone, or text message to your phone. Add those additional channels through your Canvas Settings.

Textbook & Reading Materials

Required Course Materials

There is not an assigned text book for this course. Assigned readings will be posted on the Canvas site prior to each class.

Test Proctoring

This course may utilize online proctoring software on course assessments to ensure course outcome integrity and equity in knowledge assessments for all students. The University's online proctoring solution is Proctorio. Proctorio is easy-to-use, scalable, privacy-focused, and FERPA-compliant (https://proctorio.com/ferpa). Visit the University's site on student Proctorio use (https://it.umn.edu/services-technologies/how-tos/proctorio-student-guide) for additional information, as well as Proctorio's own privacy site (https://proctorio.com/about/privacy)

Assignments & Grading

Grading Criteria
Grading Criteria (100 points)

- Class participation and attendance - 15% (15 pts)
- Individual development plan and short paper - 35% (35 pts)
- Group presentation - 50% (50 pts)

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100%</td>
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<td>A−</td>
<td>90–92%</td>
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<td>B+</td>
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<td>D−</td>
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<td>F</td>
<td>0–59%</td>
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All assignments are due at the beginning of class on the day they are due. If you know you will miss class when an assignment is due, turn it in ahead of time or it may not be accepted.

Attendance Requirement & Penalties

The best teaching style is suited to an environment where we exchange ideas and discuss application of the subject matter. Video is not mandatory but strongly encouraged. I look forward to substantial contributions from all of you and discussions that support our class topics. I am flexible but please do your utmost to arrange your work and personal schedule around this class. I will allow time each week for group work and individual assignments. Chronic absences and tardiness will have an influence on your grade.

Make-up for Missed Attendance, Assignments, & Exams

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

Carlson Course Grading Policy

Carlson School uses a grading policy based upon a class median aggregate GPA. Learn more about the [Carlson Course Grading Policy](https://z.umn.edu/policy-carlson_graduate_grading).
Carlson Grading Guidelines

In Spring 2019 the faculty of the Carlson School approved grading guidelines for UG courses that strongly encourage instructors to use criterion-based grading. Criterion-based grading changes the message from students competing with each other to students working to meet instructor expectations. It is the responsibility of the instructor to set the rigor of the course and design appropriate assessments so that differences in course achievement are reflected in differences in grades. Faculty hope this would encourage a collaborative learning environment that reduces incentives for hypercompetitive behavior.

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) and [Student Conduct and Academic Integrity website](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). You can also visit the [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. Additional information is available on the [Disability Resource Center website](https://z.umn.edu/disability_resource_center).
Title IX

Title IX (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) 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) to help with your writing.

Additional University Policies

2. Scholastic Dishonesty (see Board of Regents 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)).
7. Board of Regents Policy: Disability Services (https://z.umn.edu/policy-disability_services)
8. Statement about the availability of mental health and stress management services.
# Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due</th>
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<tbody>
<tr>
<td>Wed Jan 20, 2021</td>
<td>📅 <strong>HRIR 6304 (060) Employee Development: Creating a Competitive Advantage</strong> (<a href="https://canvas.umn.edu/calendar?event_id=542469&amp;include_contexts=course_227383">https://canvas.umn.edu/calendar?event_id=542469&amp;include_contexts=course_227383</a>)</td>
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<td>Wed Jan 27, 2021</td>
<td>📅 <strong>Individual Development Plan</strong> (<a href="https://canvas.umn.edu/courses/227383/assignments/1686714">https://canvas.umn.edu/courses/227383/assignments/1686714</a>)</td>
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<td><strong>HRIR 6304 (060) Employee Development: Creating a Competitive Advantage</strong> (<a href="https://canvas.umn.edu/calendar?event_id=542473&amp;include_contexts=course_227383">https://canvas.umn.edu/calendar?event_id=542473&amp;include_contexts=course_227383</a>)</td>
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<td>Wed Feb 24, 2021</td>
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<td>Wed Mar 3, 2021</td>
<td><strong>Final Group Presentation</strong> (<a href="https://canvas.umn.edu/courses/227383/assignments/1686712">https://canvas.umn.edu/courses/227383/assignments/1686712</a>)</td>
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