

## Course Syllabus

# HRIR 6801, Spring Semester, A-Term, 2021

## Human Resources in Practice: Strategy, Execution and Ethics

### Monday Evenings, 5:45 - 9:05 pm

**Instructor:** Stacy Doepner-Hove

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**Email:** [doepn002@umn.edu](mailto:doepn002@umn.edu) (<mailto:doepn002@umn.edu>)

**Office:** Zoom appointments and Google Chat

**Office Hours:** please schedule via email [doepn002@umn.edu](mailto:doepn002@umn.edu)  
(<mailto:doepn002@umn.edu>)

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. 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, critiques, and suggestions.

### 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 Description

This capstone class will involve collaborating with your classmates on live business cases from organizations around the Twin Cities. Working with your specified organization student teams will apply their related knowledge, concepts, and methods to a practical problem in human resources/industrial relations.

Teams will work together to create an applied evidence based solution for a real world problem that considers ethical issues and practical implementation considerations. The course will be a capstone experience that will take full advantage of your education, benchmarking of related best practices, and class discussion of both research and practice.

## Course Objectives

The objectives of this course are to (a) increase our understanding of the practical application of core knowledge from other Master in HRIR courses to create a comprehensive HR policy and procedure for a real world organization, (b) identify and address organizational realities as they relate to HR strategy, (c) identify and address ethical challenges that come from global HR work, (d) utilize our knowledge of HR to solve the complex problem associated with global HR talent management.

### **Required Materials:**

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

## 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.

### **Grading**

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 reflection paper that will contribute to your grade. Each of these components and its contribution to your grade is discussed below.

#### **Team - Case Analysis Presentation and Paper (50 points for the paper and presentation)**

This is not a standard university research paper but should be designed as a business proposal. The focus is on the logic of your argument and how well your analysis builds a clear coherent business case. This means part of your task is to decide what information to include and what information is interesting but not important. The papers will need to be crisp and precise. Focus on the quality of your analysis rather than quantity of ideas.

There are multiple potential correct answers to the case. The quality of your paper comes down to how well you can justify your conclusions and how persuasive your argument/analysis is. Therefore, you will need to consider not just what you say but how you say it.

This paper will require you to apply models, frameworks, and techniques covered in class. Not all the content will necessarily be applicable or helpful. Part of your job as a consulting team is to conduct further research to design a best practice approach for the case.

Note, that adequately researching your topic will not guarantee an excellent mark. It is only part of the process, an excellent presentation requires that you synthesis this information to build a compelling case rather than just report findings.

References for the paper should be included in a separate page at the end of the paper. Internal footnotes are necessary only when quoting or citing a statistic. General information does not require citation but it does require that you demonstrate your understanding of international human resource management through application of your knowledge.

The paper and presentation will both be on the case presented by the organization you will be working with. Your paper should be approximately ten pages long and should be a comprehensive answer to the question presented. The presentation on the last night of class will be a short recap of the paper. You will have a total of ten minutes to present your analysis and then answer any questions from the instructors and company representatives. All teams will present on the last night of class and all students must take part in their team's presentation. You will receive more detailed information about this assignment and the overall case in the first class.

### **Participation and Readings (25 points)**

This class is heavy on discussion and analysis of HR issues in the workplace. 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.

There will be four points per assigned night of readings. You need to submit a few paragraphs on the night's readings. This might be a question about the readings, something you found interesting, sharing your experiences, something you agreed or disagreed with in the readings, etc. You should focus on all the readings assigned for each night. The assignment must be submitted by 11:59pm each Sunday night so that I can read them and incorporate your thoughts and questions into the class.

The participation portion of these points 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 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 "1" scores for the term with few "0" being acceptable. An abundance of "0" may significantly affect your participation points for the class. If you must miss a class night you can work with the instructor to make up your participation point if you would like to.

### **Individual - Self-Reflection Paper (25 points)**

This individual paper is intended to help you critically reflect on the work of this course and how you will apply some of the learning to your future career. Take time to think through your team process, your individual learning, what content was interesting, what group process was frustrating or surprising, and what might you try to do to make a team more effective in the future. This paper should reflect your own unique ideas and thoughts, it should not simply be a journal of what happened when.

This paper should follow standard formatting rules (i.e., standard font, 12pt, 1" margins, etc.) and should be four to five pages in length, typed, and double-spaced. Please ensure that these papers reflect your best and original work and include citations as necessary.

### **Summary Grades (100 points)**

The four components above (Culture Paper, Proposal Paper and Presentation, and Reflection Paper) 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 may not be accepted.

## **Course Schedule**

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. You will be given group work time each class period as well – it is vital that you are prepared for class each night so you can use your team time most efficiently and effectively.

### **Session 1 – January 25th – Welcome and Introductions**

Introduction to the class, our course colleagues, and global talent management  
Organizations will be in class to present each case option

**\*\*\*Survey to indicate organization case preference due by Friday, January 12th\*\*\***

### **Organization Preference Survey**

**(%24CANVAS\_OBJECT\_REFERENCE%24/quizzes/g6aeedf6f46ed449a478f643ef86aa2a4)**

### **Session 2 – February 1 – The Future of Work**

Discussion on the future of work and the workplace and how HR will work with it all.  
Group time

### **Session 3 – February 8 – COVID19 and Crisis Management**

We will take a look at how the pandemic has shifted the workplace and discuss how things may never go back to "normal".  
Group time

### **Session 4 – February 15th – Mental Health in the Workplace and Client Check in**

How mental health and wellness play out in the workplace.

Official Check-in Point for cases

Group time

**\*\*First proposal on analysis of your organization case due Friday, February 12th\*\***

#### Session 5 – February 22nd – Diversity and Inclusion

Discussion on Diversity and Inclusion within the workplace, the effect of movements like Black Lives Matter and MeToo# and what HR implications they have for the workplace.

Group time

#### Session 6 – March 1st – Ethics and HR

HR and the ethical issues that can come up in the workplace.

Group time

#### Session 7 – March 8th – Consulting Presentations

**\*\*Final team presentations\*\***

Class wrap-up

**\*\*Individual Self-Reflection Papers are due by 11:59pm on Sunday, March 14th\*\***

## **Academic Freedom**

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 Center Chair ([Professor John Kammeyer-Mueller \(mailto:jbudd@umn.edu\)](mailto:jbudd@umn.edu)), the associate dean of the college ([Professor Alok Gupta \(mailto:gupta037@umn.edu\)](mailto:gupta037@umn.edu)), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost ([Professor Rebecca Ropers-Huilman \(mailto:ropers@umn.edu\)](mailto:ropers@umn.edu)).

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

## **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://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)  
([http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)).

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."

## Using Personal Electronic Devices in Class

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/education/studentresp>  
(<https://policy.umn.edu/education/studentresp>).

## Academic Honesty

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://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)  
([http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf).)

If it is determined that a student has cheated, the student 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/education/instructorresp>  
(<https://policy.umn.edu/education/instructorresp>).

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-...> (<https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty>). 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: <https://policy.umn.edu/education/makeupwork> (<https://policy.umn.edu/education/makeupwork>). The instructor will determine the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed.

## **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/education/studentresp> (<https://policy.umn.edu/education/studentresp>).

## **Sexual Harassment**

The University prohibits sexual misconduct, and encourages anyone experiencing sexual misconduct to access resources for personal support and reporting. If you want to speak confidentially with someone about an experience of sexual misconduct, please contact your campus resources including the Aurora Center, Boynton Mental Health or Student Counseling Services (<https://eoaa.umn.edu/report-misconduct> (<https://eoaa.umn.edu/report-misconduct>)). If you want to report sexual misconduct, or have questions about the University's policies and procedures related to sexual misconduct, please contact your campus Title IX office or relevant policy contacts.

Instructors are required to share information they learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about personal support resources and options for investigation. You may talk to instructors about concerns related to sexual misconduct, and they will provide support and keep the information you share private to the extent possible given their University role.

[https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy\\_sexual\\_harassment\\_sexual\\_assault\\_stalking\\_and\\_relationship\\_violence.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf)

[https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy\\_sexual\\_harassment\\_sexual\\_assault\\_stalking\\_and\\_relationship\\_violence.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf)

## Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides 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, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents

Policy: [https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy\\_equity\\_diversity\\_equal\\_opportunity\\_and\\_affirmative\\_action.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf)  
([https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy\\_equity\\_diversity\\_equal\\_opportunity\\_and\\_affirmative\\_action.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf)).

## 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](tel: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: <https://diversity.umn.edu/disability/> (<https://diversity.umn.edu/disability/>) or e-mail [drc@umn.edu](mailto:drc@umn.edu) (<mailto: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> (<http://www.mentalhealth.umn.edu/>).

## Canvas Information

Canvas is the where course content, grades, and communication will reside for this course.

- myinstitution.instructure.com
- For Canvas, Passwords, or any other computer-related technical support contact the [IT Service Desk](#).
  - 123 123-1234
  - 877 878-8325
  - <http://it.myinstitution.edu>
  - [itsupport@myinstitution.edu](mailto:itsupport@myinstitution.edu)

## Course Summary:

Date	Details	Due
Mon Sep 14, 2020	 <a href="#">HRIR 6801 (090) HRIR in Practice: Strategy, Execution, and Ethics (Fall 2020)</a> <a href="https://canvas.umn.edu/calendar?event_id=463003&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=463003&amp;include_contexts=course_221740</a>	5:30pm to 9:30pm
Mon Sep 21, 2020	 <a href="#">HRIR 6801 (090) HRIR in Practice: Strategy, Execution, and Ethics (Fall 2020)</a> <a href="https://canvas.umn.edu/calendar?event_id=463004&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=463004&amp;include_contexts=course_221740</a>	5:30pm to 9:30pm
Mon Sep 28, 2020	 <a href="#">HRIR 6801 (090) HRIR in Practice: Strategy, Execution, and Ethics (Fall 2020)</a> <a href="https://canvas.umn.edu/calendar?event_id=463005&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=463005&amp;include_contexts=course_221740</a>	5:30pm to 9:30pm
Mon Oct 5, 2020	 <a href="#">HRIR 6801 (090) HRIR in Practice: Strategy, Execution, and Ethics (Fall 2020)</a> <a href="https://canvas.umn.edu/calendar?event_id=463006&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=463006&amp;include_contexts=course_221740</a>	5:30pm to 9:30pm

Date	Details	Due
Mon Oct 12, 2020	 <b><u><a href="#">HRIR 6801 (090) HRIR in Practice: Strategy, Execution, and Ethics (Fall 2020)</a></u></b> ( <a href="https://canvas.umn.edu/calendar?event_id=463007&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=463007&amp;include_contexts=course_221740</a> )	5:30pm to 9:30pm
Mon Oct 19, 2020	 <b><u><a href="#">HRIR 6801 (090) HRIR in Practice: Strategy, Execution, and Ethics (Fall 2020)</a></u></b> ( <a href="https://canvas.umn.edu/calendar?event_id=463008&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=463008&amp;include_contexts=course_221740</a> )	5:30pm to 9:30pm
Mon Oct 26, 2020	 <b><u><a href="#">HRIR 6801 (090) HRIR in Practice: Strategy, Execution, and Ethics (Fall 2020)</a></u></b> ( <a href="https://canvas.umn.edu/calendar?event_id=463009&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=463009&amp;include_contexts=course_221740</a> )	5:30pm to 9:30pm
Mon Jan 25, 2021	 <b><u><a href="#">Confidentiality Agreement</a></u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536257">https://canvas.umn.edu/courses/221740/assignments/1536257</a> )	due by 5pm
Mon Jan 25, 2021	 <b><u><a href="#">HRIR 6801 (060) HRIR in Practice: Strategy, Execution, and Ethics (Spring 2021)</a></u></b> ( <a href="https://canvas.umn.edu/calendar?event_id=562111&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=562111&amp;include_contexts=course_221740</a> )	5:30pm to 9pm
Fri Jan 29, 2021	 <b><u><a href="#">Team/Client Structure and Project Scope</a></u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536262">https://canvas.umn.edu/courses/221740/assignments/1536262</a> )	due by 11:59pm
Sun Jan 31, 2021	 <b><u><a href="#">Week Two Reading Response</a></u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536272">https://canvas.umn.edu/courses/221740/assignments/1536272</a> )	due by 11:59pm
Mon Feb 1, 2021	 <b><u><a href="#">HRIR 6801 (060) HRIR in Practice: Strategy, Execution, and Ethics (Spring 2021)</a></u></b> ( <a href="https://canvas.umn.edu/calendar?event_id=562112&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=562112&amp;include_contexts=course_221740</a> )	5:30pm to 9pm
Sun Feb 7, 2021	 <b><u><a href="#">Week Three Reading Response</a></u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536270">https://canvas.umn.edu/courses/221740/assignments/1536270</a> )	due by 11:59pm

Date	Details	Due
Mon Feb 8, 2021	 <b><u><a href="#">HRIR 6801 (060) HRIR in Practice: Strategy, Execution, and Ethics (Spring 2021)</a></u></b> ( <a href="https://canvas.umn.edu/calendar?event_id=562113&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=562113&amp;include_contexts=course_221740</a> )	5:30pm to 9pm
Fri Feb 12, 2021	 <b><u><a href="#">Draft Case Analysis</a></u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536258">https://canvas.umn.edu/courses/221740/assignments/1536258</a> )	due by 11:59pm
Sun Feb 14, 2021	 <b><u><a href="#">Week Four Reading Response</a></u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536266">https://canvas.umn.edu/courses/221740/assignments/1536266</a> )	due by 11:59pm
Mon Feb 15, 2021	 <b><u><a href="#">HRIR 6801 (060) HRIR in Practice: Strategy, Execution, and Ethics (Spring 2021)</a></u></b> ( <a href="https://canvas.umn.edu/calendar?event_id=562114&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=562114&amp;include_contexts=course_221740</a> )	5:30pm to 9pm
Sun Feb 21, 2021	 <b><u><a href="#">Week Five Reading Response</a></u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536264">https://canvas.umn.edu/courses/221740/assignments/1536264</a> )	due by 11:59pm
Mon Feb 22, 2021	 <b><u><a href="#">HRIR 6801 (060) HRIR in Practice: Strategy, Execution, and Ethics (Spring 2021)</a></u></b> ( <a href="https://canvas.umn.edu/calendar?event_id=562115&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=562115&amp;include_contexts=course_221740</a> )	5:30pm to 9pm
Sun Feb 28, 2021	 <b><u><a href="#">Week Six Reading Response</a></u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536268">https://canvas.umn.edu/courses/221740/assignments/1536268</a> )	due by 11:59pm
Mon Mar 1, 2021	 <b><u><a href="#">HRIR 6801 (060) HRIR in Practice: Strategy, Execution, and Ethics (Spring 2021)</a></u></b> ( <a href="https://canvas.umn.edu/calendar?event_id=562116&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=562116&amp;include_contexts=course_221740</a> )	5:30pm to 9pm
Mon Mar 8, 2021	 <b><u><a href="#">Organizational Case Analysis Team Paper</a></u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536259">https://canvas.umn.edu/courses/221740/assignments/1536259</a> )	due by 12pm
	 <b><u><a href="#">Organizational Team Presentation</a></u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536260">https://canvas.umn.edu/courses/221740/assignments/1536260</a> )	due by 12pm

Date	Details	Due
Sun Mar 14, 2021	 <b><u>HRIR 6801 (060) HRIR in Practice: Strategy, Execution, and Ethics (Spring 2021)</u></b> ( <a href="https://canvas.umn.edu/calendar?event_id=562117&amp;include_contexts=course_221740">https://canvas.umn.edu/calendar?event_id=562117&amp;include_contexts=course_221740</a> )	5:30pm to 9pm
	 <b><u>Self-Reflection Individual Paper</u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536261">https://canvas.umn.edu/courses/221740/assignments/1536261</a> )	due by 11:59pm
	 <b><u>Week Five Participation Points</u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536263">https://canvas.umn.edu/courses/221740/assignments/1536263</a> )	
	 <b><u>Week Four Participation Points</u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536265">https://canvas.umn.edu/courses/221740/assignments/1536265</a> )	
	 <b><u>Week Six Participation Points</u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536267">https://canvas.umn.edu/courses/221740/assignments/1536267</a> )	
	 <b><u>Week Three Participation Points</u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536269">https://canvas.umn.edu/courses/221740/assignments/1536269</a> )	
	 <b><u>Week Two Participation Points</u></b> ( <a href="https://canvas.umn.edu/courses/221740/assignments/1536271">https://canvas.umn.edu/courses/221740/assignments/1536271</a> )	