Course Objectives:

The role of human resource management is a crucial (and often misunderstood) part of an overall organizational strategy. This course is designed to help unravel the complexities of one of the main HR tasks, talent development, and to help students understand the environment within which talent development occurs.

Learning Expectations:

This course is designed to build on students' functional understanding of human resource management. Students are expected to demonstrate communication skills, ethical decision making, and professionalism in the classroom environment. Positive contribution to class discussions is required.

Learning Outcome Summary:

At the end of this course, students should be able to:
1. Learn the training process and understand how to conduct each step in the process.
2. Understand how to use career mapping and competency models to help employees set and achieve career goals.
3. Identify the pros and cons of different performance appraisal techniques.
4. Learn how to use compensation and benefits programs to attract and retain high-quality employees.
5. Learn about the tools that HRM professionals can use to enhance employee well-being.

Readings:

Optional, if you would like a handy reference guide for the future: Fundamentals of Human Resource Management, by Robert N. Lussier: 9781544385495. It's available in print and e-text versions.
I will provide any additional materials in PDF files via Moodle.

Grading

Traditional letter grades will be assigned using the +/- system.
Extra credit will NOT be offered.

A	93% and above	B	83% to 86%	C	73% to 76%
A −	90% to 92%	B −	80% to 82%	C -	70% to 72%
B +	87% to 89%	C +	77% to 79%		

Requirements

Assignments	35%
Team HR Tool(s) Development	25%
Team Presentation (Pecha Kucha)	25%
Class Participation	15%

Description of Requirements:

1. Assignments – 35%

There are 3 assignments associated with the course. They are designed to give students opportunities for practical application of the HR topics and tools we discuss. All assignments are posted in Moodle. Students will be given in-class time to work on assignments. If students need more time, they can take it. All assignments must be completed and turned in via Moodle by April 18, at 11:55 PM.

2. Team HR Tool(s) Development – 25%

Working on teams is an integral part of the workplace. Therefore, group work is an important part of this course and your grade.

I will assign 4-5 person teams in our second session. **If you know that you'd like to work with certain people, please email me your request by 11:55 PM on Friday, April 9.** You don't have to have a complete team to make a request. You and one other person can request to be on the same team – I will keep you together and assign you to a team with others.

You will have some class time to work on your team project, but it will likely require extra work outside class as well.

Your team will develop an HR tool that can be used to solve a problem at one or more team members' organization(s) that is related to the topics we cover in the course: **training & development, performance management & appraisal, or compensation & benefits**. The goal is to apply course concepts, frameworks, and models to a problem that at least one team member has identified at his/her company. The deliverable is outlined below. More detailed information is included in the Moodle assignment.

- Overview of organization
- Identification of problem to be solved
- Describe the course concepts your team will use to solve the problem
- Recommendation to the organization, including development of relevant HR Tool(s)/Template(s) and directions on how to use them.

I suggest that you take the following steps:
1. Interview your informant(s) – fellow team member(s) - to make sure that you completely understand the company needs /problems clearly.
2. Identify the one (or maybe two) problem(s) your team is going to address
3. Identify the course concepts and tools that will best resolve the problem you're addressing – conduct additional research if needed.
4. Develop the HR Tool(s) you plan to use – complete the Moodle assignment and turn in.
5. Prepare your team presentation (see next).

3. Team Presentation – 25%

You will develop a [Pecha Kucha](#) presentation that your team member(s) can use to present the HR Tool(s) your team has developed to their organization(s). Here's [info on how to create and deliver a Pecha Kucha](#).

In our final session, your team will have 7 minutes to present the HR Tool(s) you have developed.

Your presentation should include the following:
- Outline of the problem the company is facing
- Brief description of the HR concepts that apply to the problem your team chose to solve – include any additional research conducted by the team
- Presentation of the final tool/template with instructions for use

4. Class participation – 15%

This elective is designed for live participation only – there is no asynchronous option. You should review the Moodle materials before class and contribute to the class by actively participating in the class discussions and exercises.

Contributing to the class does not mean talking non-stop - a few thoughtful, insightful comments can contribute more than talking all the time. Quality counts as does active listening to your classmates. What does NOT count is being on the Zoom call but mentally elsewhere (checking Twitter feed, multitasking, etc.). I will randomly call on people to share their thoughts. If it's clear that your attention has been elsewhere, I will dock participation points.

I would like this class to be a relatively stress-free, open, and fun class environment. Learning should be fun! Do not hesitate to *respectfully* share your thoughts and do not feel like you are being analyzed and evaluated on everything you say. If you do not get an opportunity to ask your question during class, enter it into the class discussion page in Moodle – lively discussions often happen there as well!

Course Schedule

Friday, April 9, 6-9 PM

Time	Topic
6:00-6:45	Introductions & Syllabus
6:45-8:15	Training & Development - Chapter 7
8:15-8:20	Bio Break
8:20-9:00	Assignment #1 - Training & Development

Saturday, April 10, 8 AM-Noon

Time	Topic
8:00-9:30	Performance Management & Appraisal - Chapter 8
9:30-9:35	Bio Break
9:35-10:00	Assignment #2 - Performance Management
10:00-10:30	Reading and Response - Employee Well-being
10:45-11:30	Discussion - Employee Well-being
11:30-12:00	Teams form and meet - identify HRM problem to solve

Sunday, April 11, 8AM-Noon

Time	Topic
8:00-9:30	Compensation & Benefits - Chapters 10 & 11
9:30-9:35	Bio Break
9:35-10:00	Assignment #3 - Compensation & Benefits
10:00-12:00	Team work - HR Tool(s) and Pecha kuchas

Friday, April 16, 6-9 PM

Time	Topic
6:00-7:30	Team work - finalize HR Tool (s) and Pecha kuchas
7:30-8:45	Team Pecha kuchas
8:45-9:00	Course wrap-up

Course Expectations

Individual Participation

Your learning experience depends on personal participation and involvement. Respectfully sharing your perceptions and ideas with others is critical for learning and understanding individual differences. You should be prepared to take some risks and also to be supportive of others' efforts to do the same. You should also be prepared to observe the guidelines outlined below as these promote a more relaxed and productive class atmosphere.

Professional Behavior

There are very high expectations about professional behavior in the College of Business. Refer to the Code of Professional Conduct: http://www.business.umt.edu/ethics/professional-conduct-code.php. I expect the following professional behaviors in the classroom:

1. Arrive on time to our Zoom calls, prepared to engage in the day's topics,
2. Keep cell phones and other electronic devices turned off during class,
3. Respect your colleagues by refraining from disruptive behavior, including engaging in non-class related activities during the class session,
4. Participate fully in all in-class activities, and
5. Foster academic honesty.

Academic honesty
Plagiarism, cheating, or any form of dishonesty will *at a minimum* result in a zero-point grade for the assignment. All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php. It is the student's responsibility to be familiar with the Student Conduct Code.

Statement on personal responsibility
It is my responsibility to provide you with an environment within which you can learn the principles of human resource management. However, it is your personal responsibility to learn in this course. This means you must come to class prepared to learn, take adequate notes, and participate. If a member of your project team is not doing his or her fair share of the work, it is your responsibility to do what is necessary to make sure your team still succeeds.

Administrative notes:
Moodle
All class-related communication will be done through Moodle. I will post class notes, any additional readings, and announcements on this site.

Students with Disabilities
If there are any students who have special needs because of a learning disability or any other kind of disability, please contact me prior to the class so that we can make appropriate accommodations to ensure you receive the full benefit of the course. Disability Services for Students can be reached at (406) 243-2243 (Voice/Text) or dss@umontana.edu. Their website can be accessed via this link: http://www.umt.edu/dss.

Grievance Procedures
The formal means by which course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments sometime after course grading is concluded. Students with concerns or complaints during the semester should first communicate these to the instructor. This step almost always resolves the issue. If the student feels that the conflict cannot be resolved after meeting with the instructor, the student should contact the department head. If, after speaking with the department head and the instructor, the student still feels that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration.

Drops and Incomplete Grades
This course follows published UM policies on drop dates and incomplete grades.

Policy per the UM catalog: "Incomplete grades are not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor within the following guidelines. A mark of incomplete may be assigned students when (1) the student has been in attendance and doing passing work up to three weeks before the end of the semester, and (2) for reasons beyond the student's control and which are acceptable to the instructor, the student has been unable to complete the requirements of the course on time. *Negligence and indifference are not acceptable reasons.*"