# UVU UTAH VALLEY UNIVERSITY™

# Master Course Syllabus

*For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog:* [https://catalog.uvu.edu/](https://catalog.uvu.edu/)

**Semester:** Spring 2025
**Course Prefix:** HR
**Course Title:** Talent Acquisition and Performance Management

**Year:** 2025
**Course and Section #:** 4610-X01
**Credits:** 3

## Course Description

This course aims to provide students with an understanding of two functional areas of human resource management and the challenges and opportunities that exist in each of these areas. The course consists of three interrelated parts. The first part addresses the talent acquisition process. Hiring the right people helps companies to perform well because good hiring is how organizations acquire the knowledge and skills necessary to develop, produce, or provide a product or service. During this section of the course, you will learn how companies attract applicants, measure their capabilities, decide who to hire, and onboard them.

The second part of the course focuses on the management of employee performance. The organization is interested in helping individuals perform to the best of their capabilities once they have been hired into the company. When every employee performs at their highest level, it raises the level of performance that is possible for a company. During this section of the course, you will learn about the design and execution of a performance management system. We will cover how to measure and rate performance and then use this data to give feedback to employees while helping them improve their performance.

In the final element of this course, you will apply the knowledge gained during the course to a company project.

This course is required for all Human Resource Management Majors.

Students must complete HR 3430 prior to enrolling in this course.

## Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

## Instructor Information

**Instructor Name:** Rod Lacey

## Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe talent acquisition and performance management terms and use them in written and oral forms
- Summarize the organization and functions of the field of talent acquisition
- Summarize the organization and functions of the field of performance management
- Describe and explain the value created by talent acquisition
- Describe and explain the value created by performance management
- Design an effective hiring process
- Design an effective performance management system
- Provide effective employee feedback

## *Course Materials and Texts*

**Required reading materials:**
Strategic Staffing 5th Ed. by Jean M. Phillips; Chicago Business Press; ISBN 978-1-948426-39-8
Performance Management 5th Ed. by Herman Aquinis; Chicago Business Press; ISBN 978-1-948426-48
Additional key readings for this course are available in the Canvas course
Required technology:

Computer or laptop capable of using Canvas, word processing, spreadsheet, presentation, and Microsoft Teams application
Webcam, microphone, and speakers capable of video conferencing and online presentations

Students must be capable of navigating Canvas, as well as using word processing (e.g., Word, Docs), spreadsheet (e.g., Excel, Sheets), and presentation (e.g., PowerPoint, Slides) applications.

Students also need to be capable of using Microsoft Teams in a professional manner for both collaborative and presentation purposes. This includes both using the software and creating a professional video conferencing and presentation environment free of distractions.

## *Course Requirements*

### Course Assignments, Assessments, and Grading Policy
**Course Mode:**
This course is an asynchronous online course. This means that there is a schedule for learning the materials and completing assignments. You will not be able to work through the course at your own pace. Additionally, there is a group element to this course that will require you to collaborate with multiple individuals to complete a project, which requires a final group presentation.

**Description of how course works:**
In Canvas there are weekly modules containing course content, assignments, and other deliverables. You will work through these modules in order, reading and viewing the learning resources before completing the deliverables. There are regular due dates for course deliverables, and these will help manage the pacing of the course. You will complete deliverables each week as part of the course. Logging into Canvas and reading the overview page of each module will help you know what order to complete the module deliverables and provide other information to help you successfully complete the course. Additionally, there will be several group project-related elements in the course. These will include meetings with your group, the instructor, and HR professionals.

The largest deliverable is a company-based project, and it will be the focus of the last two weeks of the course, along with multiple assignments and other related elements along the way. The company project is your opportunity to work on a business problem in the area of talent acquisition or performance management for a company. The project's content depends on the company's needs, but it will be related to the material we have covered in the course. Working in a team of 3-4 students, you will be responsible for learning about the company's business problem, diagnosing it with the concepts you learned about during the course, and developing a realistic set of recommendations for the company. In order to do this, you will meet virtually as a group and with the instructor and someone from the company to learn about the needs of the organization and the context surrounding the problem. Your group will then develop a solution for the problem and provide your solution to the company in two different deliverables. For the first deliverable, you will write a business memo summarizing the problem, proposing your group's solution, and providing details to support and explain the proposed solution. The second deliverable is a presentation to the company representative that provides an overview of your group's solution and some supporting details.

For this three (3) credit-hour course students should expect to spend up to 9+ hours a week completing course activities.

**Student Responsibilities:**
- Start class the first week of the term.
- Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.
- Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). Learn how to use Microsoft Teams to hold video/voice meetings, post chats, and retrieve files. If you have technology-related problems contact the Service Desk
- Abide by ethical standards. Your work must be your own.
- Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.

**Instructor Responsibilities:**
- Respond to messages within ONE business day. If multiple messages are received regarding the same question or concern, they may be responded to with an announcement to the entire class.
- Provide timely, meaningful and constructive feedback on assignments.
- Facilitate an effective learning experience.
- Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.
- Mentor students through the course.

**Assignment Categories**

| Activity | Percent |
|---|---|
| Assignments | 15% |
| Learning Journals | 5% |
| Quizzes | 5% |
| Exams | 40% |
| Company Project | 35% |

**LATE ASSIGNMENTS**
Assignments will generally be left 'open' for students to complete after each due date. Missing a due date will automatically result in a reduction of scores. A 25% reduction in score will automatically result for any late assignment, with any assignment over one week overdue being eligible for a maximum score of 50%.

Why is this? As a business student you are to be preparing for the realities of the business world. If you were to consider your boss (say VP of HR) or the CEO asking you to complete a task, missing an understood deadline would have consequences, up to, and including your employment!

Please communicate with your professor in advance of any deadline missed, where possible, especially if there are circumstances that he needs to be aware of.

**Module Assignments**
With each module, there will be a related assignment. Some of these assignments will be a short memo, while others may be an analysis or calculation of specific HR metrics. These assignments will be graded on a high pass (95-100), pass (85-90), and low pass (75-80) scale. The best way to learn is to engage with the material actively. Much of what you learn will result from by your active engagement with the material. These deliverables give you an opportunity to try some things in a low-stakes environment because the value of each assignment is not high relative to other deliverables for the class.

**Quizzes**
Weekly quizzes will cover all material about the weekly topic. Questions will be drawn from readings, lectures, assignments, and any other materials from a module. These quizzes will be non-cumulative. Each quiz will have a combination of 20 multiple-choice and true-false questions. All quizzes will be taken in Canvas. Each quiz will have a 30-minute time limit and be open note. Quizzes are meant to help you learn the field's vocabulary, test basic application knowledge, and prepare for the exams. These are low-stakes quizzes, because their value is not high relative to other deliverables for the class.

**Learning Journal**

Each week during the semester, you will need to submit an entry for a learning journal that you will keep during the semester. These entries will be based on videos or cases that are in the module for that week. The learning journals provide an opportunity for you to engage with the material in a way similar to a class discussion. Your journal entry will be your response to 2-3 questions about the subject (video, case, or article) of the learning journal. These journal entries will be graded on a high pass (95-100), pass (85-90), and low pass (75-80) scale based on your ability to connect the material to concepts from the modules. Each individual learning journal entry is low-stakes compared to other deliverables in the course.

**Exams**

There will be two exams during the semester. Each exam will cover a single area of HR-talent acquisition or performance management. The exams may use multiple choice, identification, and short essay questions to assess your knowledge of the material. Although many of the questions will test your ability to apply the ideas discussed in the readings and class discussions, others will require that you simply know the various models, concepts, or other subject matter. In order to do well on the exams, you will have to both know and understand all of the material covered in the course.

Exams will be administered using a lockdown browser in Canvas.

**Company Project**

The company project is your opportunity to work on a business problem in the area of talent acquisition or performance management for a company. It is optimal if students have connections at companies for the project, but if that is not the case, your professor can help to locate a project for you. The project's content depends on the company's needs, but it will be related to the material we have covered in the course. Working in a team of 3-4 students, you will be responsible for learning about the company's business problem, diagnosing it with the concepts you learned about during the course, and developing a realistic set of recommendations for the company. In order to do this, you will meet virtually as a group and with the instructor and someone from the company to learn about the needs of the organization and the context surrounding the problem. Your group will then develop a solution for the problem and provide your solution to the company in two different deliverables. For the first deliverable, you will write a business paper summarizing the problem, proposing your group's solution, and providing details to support and explain the proposed solution. The second deliverable is a presentation to the company representative that provides an overview of your group's solution and some supporting details.

Grading Scale
A 93-100
A- 90-92.99
B+ 87-89.99
B 83-86.99
B- 80-82.99
C+ 77-79.99
C 73-76.99
C- 70-72.99
D+ 67-69.99
D 63-66.99
D- 60-62.99
E Below 60

# Required or Recommended Reading Assignments
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# General Description of the Subject Matter of Each Lecture or Discussion
1. Introduction to Talent Acquisition
2. Job Analysis and Workforce Planning
3. Sourcing and Recruiting
4. Measurement in Talent Acquisition
5. Acquisition of External Candidates
6. Acquisition of Internal Candidates
7. Hiring & Workforce Flow
8. Talent Acquisition Exam
9. Intro to Performance Management

10. Defining and Measuring Performance
11. Performance Management Systems
12. Performance Management & Employee Development
13. Performance Management Leadership & Teams
14. Performance Management Exam
15. Company Project Presentation

# *Required Course Syllabus Statements*

**Generative AI**
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**Using Remote Testing Software**
☐ This course does not use remote testing software.

☒ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

# *Required University Syllabus Statements*

**Accommodations/Students with Disabilities**
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

**Academic Integrity**
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by

not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

## Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

## Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.