The University of Texas at Tyler  
College of Business and Technology  
Department of Human Resource Development and Technology

HRD 5343: Foundations of Human Resource Development (HRD)  

Spring, 2011  

Facilitated Online Via Blackboard  

Spring Semester Schedule: January 18, 2011 – May 10, 2011

Course Syllabus

Facilitator: Andrea D. Ellinger, Ph.D.  
Professor

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Office Hours: Wednesday afternoons from 2:00 – 5:00 p.m. or Thursday afternoons from 4:30 – 5:30 p.m. or by face-to-face or telephone appointments throughout the semester. To make an appointment, please call (903) 566-7310 or contact me by email.


http://www.apa.org
There is a free tutorial and additional information regarding corrections to the 6th edition. While not required to complete the tutorial or purchase the manual, this format will be used for all written assignments and it will be expected that learners have familiarized themselves with this format so that it can be correctly used for course assignments.

**Supplemental Readings:**

Blackboard weekly file folders will contain PDFs of supplemental readings and other required course materials. The link to access the Blackboard to be created for this course will be:  
[www.blackboard.uttler.edu](http://www.blackboard.uttler.edu)

**NOTE:** Additional reading material may also be required to stimulate class discussion and to supplement the textbook as necessary.

**Course Description:**  
Study of the basic theories and concepts of human resource education: its philosophical and historical development, mission and goals, structure and function, curricular areas of emphasis, learner audiences and settings, and issues and trends in the field.

**Course Purpose:**  
The primary purpose of this course is to introduce learners to the basic theories and concepts of human resource education from a multidisciplinary perspective. We are going to take a “Whitman Sampler” approach that will expose learners to a variety of topics on human resource education research and practice including: historical developments, definitions, philosophies, paradigms and theoretical foundations, ethics and legal issues, core functions and structures, concepts in training and workplace learning, and contemporary issues such as the learning organization and critical issues.

**Course Objectives:**  
During and upon completion of the course, learners will be able to:

- Describe different definitions of HRD, the historical evolution of HRD, roles and competencies, and trends influencing the profession and practice of HRD;
- Discuss core philosophical and theoretical principles related to HRD;
- Discuss and describe core concepts related to training, career, and organization development;
Examine organizations and the HRD function from individual, group, and organizational perspectives;
Integrate knowledge and expertise through a field project that explores HRD careers, functions, and processes in an organizational setting by interviewing HRD professionals;
Review, synthesize, and critique major streams of research related to human resource development with the goal of becoming more informed consumers of research.
Critically reflect upon various theories, models, and research and develop a personal perspective about the relevance, appropriateness, and potential of human resource development theory and practice in contemporary organizations and institutions.
Integrate knowledge and expertise about human resource development through in-depth discussion postings and class facilitation.
Experience group dynamics through collaborative learning projects, group discussion, and posting activities; and,
Further develop research, writing, critical thinking, and referencing skills as well as model many effective HRD skills and competencies;
Interconnect as both individuals and as a community of learners, critical thinkers, and reflective practitioners, the implications of the aforementioned learning objectives for integrating theory and practice regarding human resource development.

Course Requirements, Course Schedule, Assignments, and Evaluation:

The course facilitator’s intention is to create a comfortable, collaborative, and respectful learning environment that stimulates learners’ interests and enthusiasm about human resource development and further develops research, writing, and critical thinking skills. For this to occur, active participation is encouraged, valued, and necessary within the context of our virtual classroom experience. The course is designed on the premise that each learner is a valued person with experiences and expertise that can be shared with others to enhance individual, group, and learning within the entire course community. Each learner has an opportunity to make unique contributions throughout this course, therefore, thorough preparation, an open-mind, and active engagement are critical requirements and expectations for learners. Learners should also be mindful of course requirements, and due dates for assignments. If learners have any concerns, or need any assistance in the course throughout the semester, please realize that the course facilitator is extremely receptive to working with learners to ensure a positive and rewarding learning experience occurs.
Course Requirements:

Reading Assignments and Virtual Participation:

Reading assignments are listed on the “Tentative Course Schedule” and should be read prior to required scheduled discussions, postings, and assignments. Learners are expected to be prepared to engage in thoughtful class virtual discussions of reading materials and actively participate in small group activities that are facilitated in online groups and using other technology resources as available and appropriate. Since lively, stimulating, and thought-provoking discussions are critical to achieving the goals of this course, learners should diligently prepare for each week by reading the assigned chapters and articles, making notes, considering questions that can be generated to enhance further discussion within assigned groups and within the entire learning community, and should actively engage in class activities to demonstrate mastery of key concepts. Being virtually present and being prepared are critical.

NOTE: The facilitator reserves the right to administer “surprise quizzes” that will count toward all or a portion of the class participation grade if it is determined that learners are not reading the articles and text and are not adequately prepared to engage with each other, the facilitator, and the overall community.

Weekly Virtual Class Participation:

Proactive, respectful, and thoughtful participation in all weekly class activities is required and expected for the accomplishment of course objectives. It is expected that learners will actively engage with each other and within the community by being thoroughly prepared to discuss topics in depth with assigned colleagues, to synthesize perspectives as well as make available and post such material to the full community. The facilitator recognizes that learners may have special issues and responsibilities that may impact weekly participation, however, consistent, regular, and sustained participation is expected. Since a portion of the learner’s grade is based upon weekly virtual class participation and engagement, it should be expected that lack of preparation, poor quality of discussion and engagement, and lack of relevant, timely, and high quality postings will affect the grade earned for course participation, and will affect the final course grade. Please Note: excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

Relevant University Policies:

Students Rights and Responsibilities:

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.utttyler.edu/wellness/StudentRightsandResponsibilities.html
Grade Replacement/Forgiveness:

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

State-Mandated Course Drop Policy:

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). [Census Date (12th class day) is September 8, 2010].

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Statement and Accommodations:

“If you have a disability, including a learning disability, for which you request disability support services/accommodation, please contact Ida MacDonald in the Disability Support Services Office so that the appropriate arrangements can be made. In accordance with federal law, a student requesting disability support services/accommodations must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Office located in the University Center, Room 282. The telephone number is (903) 566-7079 (TDD 565-5579).”

Disability Services:

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance:

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.
Student Absence for University-Sponsored Events and Activities:

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Academic Integrity and Ethics Statement:

All learners in attendance at The University of Texas at Tyler have the obligation to maintain high personal standards of academic integrity. Learners unfamiliar with The University of Texas at Tyler policy regarding academic dishonesty should refer to the following statements, consult “UT Tyler Graduate Handbook,” the “Graduate Policies and Programs” handbook, or should seek advice from the course facilitator. The facilitator will not tolerate any violations of academic integrity.

College of Business Statement of Ethics:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

► Ensure honesty in all behavior, never cheating or knowingly giving false information.
► Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
► Develop an environment conducive to learning.
► Encourage and support student organizations and activities.
► Protect property and personal information from theft, damage and misuse.
► Conduct yourself in a professional manner both on and off campus.
Academic Dishonesty Statement

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Course Schedule:

Please refer to attached “Tentative Course Schedule.” [NOTE: The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes by email announcements in advance]. All assignments and postings are due by Sunday night at midnight CST unless otherwise specified. [NOTE: Highlighted weeks reflect assignments DUE by midnight CST unless otherwise specified]


Week 7: February 28, 2011 – March 6, 2011 – Systems Thinking
Week 8: March 7, 2011 – March 13, 2011 – SPRING BREAK – NO POSTINGS DUE!


Week 11: March 28, 2011 – April 3, 2011 – Mentoring and Coaching

Week 12: April 4, 2011 – April 10, 2011 - Career Development

Week 13: April 11, 2011 – April 17, 2011 – Concepts in Organization Development and Change – Chapters 13, 14, and 15

Week 14: April 18, 2011 – April 24, 2011 – The Learning Organization


Online Course Evaluation

Week 17: May 10, 2011 - Final Exam Week – Reflection Paper Due on May 10, 2011 by Midnight CST.

Course Assignments:

Your final grade will consist of the following five components which are subsequently explained in detail: 1). Virtual participation based upon individual and work group contributions in virtual class activities [Self and Other Evaluation/Assessment = 1A].] 2). A work group human resource development current refereed article critique 3). Work group interview of a minimum of 2 HRD professionals working in the same work organization, and, 4). An individual reflection paper.

[NOTE: Assignments are due on the date scheduled. Late papers and projects will not be accepted without prior approval and late papers will be subject to a reduction in letter grade. Learners should notify the facilitator as soon as possible of special circumstances that could interfere with the timely completion of assignments. Even with prior approval, the facilitator reserves the right to lower grades in accordance with the tardiness of submitted late assignments]. Details regarding the electronic submission of assignments will be provided.
1. **Active Virtual Class Participation, Work Group Discussions, Synthesized Posting of Work Group Insights to Main Discussion Forum (25% of Final Grade)**

   Active virtual participation includes regular and high quality weekly engagement on Blackboard, preparation for all weekly virtual group and main discussion forum postings, and active involvement in all course activities. Each learner in the course will be assigned to a work group (approximately 4 – 6 members). Work groups will be asked to engage in dialogue and discussion about assigned questions or activities and will be asked to share insights with each other, as well as the appoint a member of the group as the one who “synthesizes” the in-group discussion for a single posting on the main discussion board in a particular forum. In some cases, learners will be asked to prepare short responses to questions and/or cases, or may be asked to complete an online self-assessment, or to conduct some minor research to supplement course discussions. A portion of the virtual participate grade will be the individual’s and members of the work group’s assessment of each individual’s contributions. A “self and other” evaluation form will be provided to all learners in all assigned groups near the completion of the semester. The form must be completed by each individual who will rate him/herself as well as all assigned group members regarding the individual work group contributions throughout the entire semester.

   **Virtual Participation:** 20%

   This includes active and proactive engagement in work group discussions regarding assigned questions, cases, activities, debates, sharing of insights and experiences as well as serving as the appointed “synthesizer” for summarizing the work group’s discussion/dialogue and posting to the main discussion board so that all learners in the course and the facilitator can view each work group’s output. This also includes any individual or work group postings to the main discussion board forums. The facilitator will provide the questions/activities, etc. that should be pondered among the work groups and will specify deadlines for posting to the main discussion board forum. In most cases, the deadline for posting will be a specific Sunday evening by 12 midnight CST.

   **[1A.] Individual Team Contribution:** 5%

   A “self and other” assessment form will be provided that will require each learner to complete and submit the form. The form must be completed by each individual who will rate him/herself as well as all assigned group members regarding the individual work group contributions throughout the entire semester.

   **Consideration of the Timeliness, Quality of Content and Expression and Contribution of Postings:** All individual postings and synthesized group postings will be evaluated using the following criteria:
This “rubric” will enable the course facilitator to assess the postings that are made individually in the work groups as well as by the work groups for the benefit of the full learning community. To obtain maximum credit, it is expected that postings reflect “excellence” as described below:

<table>
<thead>
<tr>
<th>Promptness and Initiative</th>
<th>Poor</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>Does not respond to most postings; rarely participates freely</td>
<td>Responds to most postings several days after initial discussion; limited initiative</td>
<td>Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td>
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<tr>
<th>Delivery of Post</th>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizes poor spelling and grammar in most posts; posts appear “hasty”</td>
<td>Errors in spelling and grammar evidenced in several posts</td>
<td>Consistently uses grammatically correct posts with rare misspellings</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivery of Post Relevance of Post</th>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td>
<td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td>
<td>Frequently posts topics related to discussion topic; cites additional references related to topic</td>
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<tr>
<th>Expression Within the Post</th>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not express opinions or ideas clearly; no connection to topic</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contribution to the Work Groups and Full Learning Community</th>
<th>Poor</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not make effort to participate in the work groups or full learning community as it develops; seems indifferent</td>
<td>Occasionally makes meaningful reflection on group’s efforts and that of the full community; marginal effort to become involved with group and full community</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td>
</tr>
</tbody>
</table>
2. **Work Group Human Resource Development Current Refereed Article Critique (15% of Final Grade) DUE: March 6, 2011**

This assignment is intended to engage work group members as researchers and consumers of research. The members of the group will search and identify one current (2009 – 2011 published timeframe of article) refereed journal article that all group members agree is important, timely, and relevant to human resource development. Articles can be obtained from the bolded sources listed on the syllabus. Please do NOT use any of the assigned book chapters or articles included in the course syllabus and readings for this assignment. The members of the group will all individually read, comment upon, and critique the selected article and then will engage with each other in a discussion about why the selected article is important for further understanding human resource development. Group members will consider weaknesses associated with the article. Finally, members will also discuss the practical implications associated with the article that may influence/impact human resource development professionals. To complete the assignment, a not to exceed 5 page synthesis of the selected article will be submitted along with a PDF of the actual article. The synthesis should include the following components:

1. A full APA 6th edition citation of the selected article

2. A brief summary of the content of the article [i.e. what is the purpose of the article? Why it is relevant and important for further understanding human resource development?, etc.]

3. A brief articulation of the potential weaknesses associated with the article [i.e. what might be missing from the article? What is unclear? Or underdeveloped?, etc.]

4. A brief articulation of the practical implications of the article for human resource development professionals. [What should human resource professionals be able to do or become more informed about as a result of reading this article?]

3. **Collaborative Field Project - Work Group Interviews of a Minimum of Two HRD Professionals Working in the Same Work Organization (30% of Final Grade) DUE: April 24, 2011**

For this assignment, learners will collectively and collaboratively identify two professionals who are currently employed in the field of human resource development and who are working within the same work organization (these professionals should carry the titles as noted on page 12 in the Swanson and Holton (2009) textbook. These professionals should perform functions associated with “Training and Development,” [and/or] “Organization Development,” [and/or] “Career Development” [for example, some HRD professionals may hold position titles such as: trainers, training managers, technical trainers, instructional designers, curriculum developers, organization development specialists, etc.]. The members of the work group will conduct an in-depth
interview with each professional to gain insights into the overall structure and function of human resource development within the work organization, including an understanding of how training, organization development, and career development are provided. The interviews will also provide information about the career paths, academic preparation, critical work experiences in that particular organizational setting(s). The human resource development professionals must be employed within the same organization. The course facilitator will submit all documentation in fulfillment of Human Subjects requirements and will provide learners with a semi-structured interview protocol for use during the interviews. Learners will be expected to prepare a written paper documenting the content of the interviews in a narrative format, while also integrating relevant course material as deemed appropriate and necessary. Papers should conform to APA 6th edition and should not exceed 12 – 15 double-spaced pages. Submissions should include the interview protocols and consent forms signed by the HRD professionals (and business cards) as attachments. The learners should also complete a “Key Learnings” form that is also attached and submitted with the final project. The written paper will be evaluated according to the criteria identified below for written assignments.

In addition to the written paper, each work group will develop and post an innovative “PowerPoint Presentation” to expose their colleagues to their HRD professionals, the work organization, and their areas of practice and expertise within their respective organizations as well as other insights gleaned from the interviews. Guidelines for preparing the paper and presentation will be provided.

Please ensure that the written format conforms to APA 6th edition. The full written paper should not exceed 12 - 15 pages.

4. Individual Reflection Paper (30% of Final Grade) DUE: May 10, 2011

The reflection paper will serve as the synthesis and culmination of the course and will enable learners to individually reflect upon the course concepts and content with the intent of soliciting learner’s core understandings about human resource development. Specifically, learners will select three key human resource development concepts that have had the most impact on learners, elaborate on why these concepts were selected, describe in detail the selected concepts using the relevant literature discussed in the course, and articulate why knowledge of these three concepts are critical for being as well as facilitating effective human resource development practice. Please limit the reflection paper to 5 double-spaced pages. Please note that a title page and reference page do not count toward the 5 double-spaced pages. **The reflection paper is due on May 10, 2011 12:00 Midnight.**
Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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</thead>
<tbody>
<tr>
<td>1. Virtual Participation (including individual contributions/discussions/postings and group contributions/discussions/postings). Individual Self-Other Evaluation of Group Member’s Contributions.</td>
<td>20% 5%</td>
</tr>
<tr>
<td>2. Work Group Human Resource Development Current Refereed Article Critique</td>
<td>15%</td>
</tr>
<tr>
<td>3. Collaborative Field Project - Work Group Interviews of a Minimum of Two HRD Professionals Working in the Same Work Organization</td>
<td>30%</td>
</tr>
<tr>
<td>4. Individual Reflection Paper</td>
<td>30%</td>
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<tr>
<td>Total Points</td>
<td>100%</td>
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Evaluation of Assignments:
Learners should note that all written assignments will be evaluated based upon the following criteria:

**Style:** Clarity of expression on the topic of the written assignment.

**Relevance:** Selection and expression of ideas, concepts, and information being provided to address the nature of the written assignment.

**Defensibility:** Demonstrated analytical and conceptual abilities that support the focus of the written assignment, and the quality of the support of evidence for statements included in the written assignments.

**APA Style:** All written assignments must be type written or prepared on a word processor or computer. All papers should be double-spaced and learners are expected to use 6th edition APA reference style on all written assignments. All written assignments should be spell checked prior to submission.
Grade Distribution: [Refer to “Graduate Policies and Programs Handbook”]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level of Performance</th>
<th>Grade Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>Poor</td>
<td>2</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D or F</td>
<td>Failing</td>
<td>1</td>
<td>60 – 69% = D</td>
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<td></td>
<td></td>
<td></td>
<td>&lt; 60% = F</td>
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Grade Replacement Policy:

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the census data for the semester. See the current semester’s schedule of classes for such date. During a normal semester, it is usually the 12th day of classes. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2008-10 Catalog, p. 26).

Additional Notes:

The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in advance.

Tips and Suggestions for Using Blackboard:

1. Please check your “Patriots” account frequently. This is the default email used by Blackboard and all course communications will be sent through Blackboard email and announcements to you and your group members during the term.
2. When engaging in your assigned groups, please create a schedule that identifies who will be the assigned “synthesizer” for each weekly posting that is due and ensure that there is clear communications about the schedule among group members.
3. Please exchange alternative emails, cell phone, work, and home numbers with each other in the event that there are technology glitches so that you all have a mechanism for connecting with each other. Please prepare a listing of this information and provide it to the course facilitator for use in emergency situations.
4. Be proactive and do not wait until the last minute to complete the readings, postings, and other assignments. Please check Blackboard frequently to ensure that you are communicating with your assigned group members.
5. Please confirm receipt of returned assignments. Assignments will always be returned as promptly as possible with feedback via PDF/email so it is important that you confirm receipt.
6. The Grade Center will be used at the end of the term as a summary tool since all assignments will be returned promptly during the term.
7. If there are problems in your assigned work groups, please let the course facilitator know so that appropriate action can be taken.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Overall Weekly Objectives</th>
<th>Dates</th>
<th>Readings</th>
<th>Discussion</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction of course facilitator and course participants and uploading of Photographs; Overview of Syllabus, Course Expectations, and Use of Blackboard.</td>
<td>January 18, 2011 through January 23, 2011</td>
<td>Course Syllabus</td>
<td>Introductions are to be posted by an appointed member of the assigned work group. Individuals are asked to upload a Photograph to the: “Picture This” Forum in Blackboard as well as to the group. Work group discussions will also consider: what do we mean by the term human resource development? Prior to reading the text, consider how you would define this term. What do we think that human resource development professionals do?</td>
<td>All work group members will engage in discussion and sharing about your experiences, expertise as they relate to human resource development, and your overall learning goals for the course as well as a sense of how you prefer to engage in learning. A summary/synthesis of this discussion will be posted to the main discussion board by Sunday, January 23, 2011, by 12 Midnight CST. All work group members will engage in a discussion about the meaning/definition of the term, human resource development and will consider what human resource development (HRD) professionals do and will synthesize the discussion by posting a definition of the term formed by the group’s discussion to the main discussion board by Sunday, January 23, 2011.</td>
</tr>
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</table>
| 2 | To consider the past, present, and future of HRD | January 24, 2011 through January 30, 2011 | Chapters 1 and 2 in Swanson and Holton (2009) text hereafter referred to as “S & H 2009”  
Colteryahn & Davis (2004)  
Davis, Naughton & Rothwell (2004)  
Ketter (2010)  
Patel (2010) | Consider and articulate what the similarities and differences between the definitions of HRD presented in the text are. Create a group definition of HRD that you are all comfortable with and can easily articulate.  
Consider and describe the roles and competencies associated with current HRD practice based upon the readings.  
Consider and highlight the trends facing the field based upon the readings. Are there any other trends we need to be mindful of? | All work group members will engage in these discussion questions and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, January 30, 2011. |
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<tr>
<td>3</td>
<td>To consider the historical evolution of HRD</td>
<td>January 31, 2011 through February 6, 2011</td>
<td>S &amp; H 2009 Chapter 3</td>
<td>Describe the most compelling historical event that your group considers important in the historical</td>
<td>All work group members will engage in these discussion questions and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board</td>
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<tr>
<td>#</td>
<td>Assignment</td>
<td>Dates</td>
<td>Required Reading</td>
<td>Comments</td>
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<tr>
<td>4</td>
<td>To consider National HRD and Related Fields of Study</td>
<td>February 7, 2011 through February 13, 2011</td>
<td>McLean (2004), Cho &amp; McLean (2004), Ruona &amp; Gibson (2004)</td>
<td>Consider how HRD and HRM are distinct from each other as well as how they might be complementary and highly related to each other. All work group members will engage in this application activity and an appointed “synthesizer” will synthesize the discussions by posting the group’s output to the main discussion board by Sunday, February 13, 2011.</td>
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<td>5</td>
<td>To review the major paradigms in HRD</td>
<td>February 14, 2011 through February 20, 2011</td>
<td>S &amp; H 2009 (Chapters 4 and 7), Garavan (1995), Paradigm/Stakeholder Worksheet</td>
<td>Individually complete the “Paradigm/Stakeholder worksheet and then compare and contrast your responses collectively. All work group members will engage in this application activity and an appointed “synthesizer” will synthesize and post the group’s output to the main discussion board by Sunday, February 20, 2011.</td>
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<td>6</td>
<td>To consider the theoretical foundations, and their associated components with respect to HRD.</td>
<td>February 21, 2011 through February 27, 2011</td>
<td>S &amp; H 2009 (Chapters 5 and 6), Christensen &amp; Raynor (2003), Prusak &amp; Cohen (2001)</td>
<td>Consider the importance of theory and how you use theory in your daily lives. Share an example of social capital as it may apply to your work experiences. All work group members will engage in this discussion and an appointed “synthesizer” will synthesize the discussions by posting the group’s output to the main discussion board by Sunday, February 27, 2011.</td>
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<td>7</td>
<td>To examine the concept of Systems</td>
<td>February 28, 2011</td>
<td>Anderson &amp; Johnson (1997)</td>
<td>Compare and contrast your All work group members will engage in</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Dates</td>
<td>Assigned Readings</td>
<td>Discussions</td>
<td>Notes</td>
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<td>1</td>
<td>Thinking</td>
<td>2011 through March 6, 2011</td>
<td>Zulauf (1997) System Thinking Worksheets</td>
<td>selected systems and then share your perspectives about the “Case of the Coffee Drain” Do you have an appreciation for how systems thinking can be used and how it can be beneficial? these discussion questions and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, March 6, 2011.</td>
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<td>8</td>
<td>SPRING BREAK</td>
<td>March 7, 2011 through March 13, 2011</td>
<td>No Assigned Readings</td>
<td>No Assigned Postings are Due</td>
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<td>9</td>
<td>To review the concept of ethics and social responsibility as it relates to HRD</td>
<td>March 14, 2011 through March 20, 2011</td>
<td>Hatcher’s (2002) Book on Ethics in HRD and Social Responsibility Chapters 1 and 10 Assigned “Ethics” Case</td>
<td>What are the ethical dilemmas present in the case? What would you do? All work group members will engage in this case activity and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, March 20, 2011.</td>
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<td>10</td>
<td>To review concepts in Training and Development</td>
<td>March 21, 2011 through March 27, 2011</td>
<td>S &amp; H 2009 Chapters 10 and 12 Burke &amp; Hutchinson (2007)</td>
<td>Search online or within a trade or practitioner publication for a great example of some aspect of training in a work organization and share it with your group members. All work group members will engage in this activity and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, March 27, 2011.</td>
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|     | To review the concepts of mentoring and coaching | March 28, 2011 through April 3, 2011 | Hezlett & Gibson (2005)  
Feldman & Lankau (2005)  
Hamlin, Ellinger & Beattie (2009) | Consider popular movies that you have seen that have depicted a coach or a mentor and then describe what that coach or mentor does that is so effective or so ineffective and share with your group members. | All work group members will engage in with this activity and an appointed “synthesizer” will synthesize the examples by posting the group’s output to the main discussion board by Sunday, April 3, 2011. |
| 11  | To review career development as a function of HRD | April 4, 2011 through April 10, 2011 |  | Discuss your experiences with career development. | All work group members will engage in with this question and an appointed “synthesizer” will synthesize the experiences by posting the group’s output to the main discussion board by Sunday, April 10, 2011. |
| 12  | To review organization development as a core function of HRD | April 11, 2011 through April 17, 2011 | S & H 2009  
Chapters 13, 14, and 15 | Compare and contrast the different models of planned change. How are they similar and how are they different?  
Identify a “success” story of planned organizational change through your search of OD | All work group members will engage in these discussion questions and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, April 17, 2011. |
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<tr>
<th></th>
<th>Description</th>
<th>Dates</th>
<th>Readings</th>
<th>Activity Details</th>
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<tr>
<td>14</td>
<td>To review the concept of the learning organization</td>
<td>April 18, 2011 through April 24, 2011</td>
<td>Watkins &amp; Marsick (1999) Chapters 1 and 2</td>
<td>Complete the DLOQ instrument and then compare and contrast your scores. Based upon your assessment, is your organization a learning organization? What would it have to do differently to become one?</td>
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<td>Additional Readings TBA</td>
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<td>All work group members will engage in this instrument assessment activity and discussion question and an appointed “synthesizer” will synthesize and post the group’s output to the main discussion board by Sunday, April 24, 2011.</td>
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<td>15</td>
<td>To consider strategy and HRD.</td>
<td>April 25, 2011 through May 1, 2011</td>
<td>S &amp; H 2009 Chapters 16</td>
<td>Search for a current example of the use of scenario planning in an organization and describe the benefits of such an approach for this organization.</td>
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<td>Additional Readings TBA</td>
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<td>All work group members will engage in this activity and an appointed “synthesizer” will synthesize and post the group’s output to the main discussion board by Sunday, May 1, 2011.</td>
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<tr>
<td>16</td>
<td>To consider critiques of HRD and challenges facing the future of HRD</td>
<td>May 2, 2011 through May 8, 2011</td>
<td>S &amp; H 2009 Chapters 21</td>
<td>Consider the specific issues that opponents/those espousing a critical theoretical view of HRD find problematic. Then, consider your</td>
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<td>Cunningham (1995)</td>
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<td>Schied, Carter, Preston &amp; Howell (1997)</td>
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<td>Sambrook (2006)</td>
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<td></td>
<td>Complete the Online Course Evaluation</td>
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<td>All work group members will engage in this discussion and an appointed “synthesizer” will synthesize and post the group’s output to the main discussion board by Sunday, May 8, 2011.</td>
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</tbody>
</table>


response to these issues.

| 17 | Final Exam Week – Happy Summer! Happy Graduation! Happiness and Best Wishes in all of your Future endeavors!!! | May 10, 2010 | DUE: Final Reflection Paper: May 10, 2011 by Midnight CST |

Assigned Readings [Made Available on Blackboard as PDFs] [NOTE: Additional Readings will/may be added to this listing]

Course Reading References


(Section 1, 2, 3, & 4)


(Chapters 1 and 10)


(Chapters 1 & 2)


**Suggested Optional/Additional Readings To Enhance Understanding of HRD:**


Excerpt from: Models for HRD Practice (1989)


Bouloutian, A. There is a lot more to training than training. *T & D, December*, 41 – 45.


(Chapter 13).


(Chapter 9)


**Notes:**

**Note 1**: A listing of journals is provided for learners to assist with the outlined projects.

**Note 2**: Tips or the preparation of written materials is provided courtesy of Dr. Gary McLean.

**Note 3**: It is strongly encouraged that learners maintain a “learning journal” to document notes and reflections from course readings and discussion.

**Note 1**: Listing of Journals [The Bolded Journals may be especially helpful and informative for further understanding adult learners and adult learning]

*Adult Learning*

*Adult Education Quarterly*

*The Canadian Journal of Adult Education Studies*

*The International Journal of Lifelong Education*

*The Journal of Continuing Higher Education*

*The New Zealand Journal of Adult Learning*

*The Pennsylvania Association for Adult and Continuing Education (PAACE) Journal of Lifelong Learning*
Human Resource Development Quarterly
Human Resource Development International
Human Resource Development Review
Advances in Developing Human Resources
Performance Improvement Quarterly
The Academy of Management Review
The Academy of Management Journal
The Academy of Management Executive
The Academy of Management Learning and Education
Management Learning
Organizational Dynamics
Harvard Business Review
Sloan Management Review
California Management Review
The Journal of Workplace Learning
The International Journal of Training and Development
European Journal of Industrial Training [European Journal of Training and Development]
The Journal of Management Development
Human Resource Management
Human Resource Management Journal
International Journal of Human Resource Management
Journal of Applied Behavioral Science
Journal of Applied Psychology
Journal of Business and Psychology
Journal of Business Ethics
Journal of Career Development
Organization Science
Organization Studies
Personnel Psychology
Leadership and Organization Development Journal
Organization Development Journal
Journal of Organizational Behavior
Journal of Vocational Behavior
Journal of Vocational Education Research
Journal of Human Resources
Career Development International
Education & Training
Industrial and Commercial Training
The International Journal of Educational Management
Journal of Educational Administration
Journal of Knowledge Management
Employee Relations
Journal of Managerial Psychology
Journal of Organizational Change Management
Personnel Review
Women in Management Review
Training
Training and Development Journal (ASTD)
Performance Improvement
The Learning Organization Journal: An International Journal
Business Horizons
International Business Review
Journal of International Management
Journal of World Business

Potential Conference Venues [Some may have published Conference Proceedings]:
The Academy of Human Resource Development (AHRD)
The Adult Education Research Conference (AERC)
The Annual Conference on HRD Research and Practice Across Europe
The AHRD Asian Chapter Conference
Midwest Research to Practice Conference
The American Association for Adult and Continuing Education (AAACE)
The American Society of Training and Development Conference (ASTD)
The International Society of Performance Improvement (ISPI)
The Academy of Management Conference (AOM)
The International Conference on Researching Work and Learning
SCUTREA Conference
The OD Institute (ODI)
The OD Network (ODN)
The Society of Human Resource Management (SHRM)
Transformative Learning Conference (Columbia University)
The Institute of Behavioral and Applied Management (IBAM)

* Please note that these listings are suggestions only and may be incomplete

**Note 2: Tips for the Preparation of Written Materials [courtesy of Dr. Gary McLean]**

HRD work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors. I don't expect you to be a master typist; correction of errors in pen will be acceptable.

All written materials should be produced in such a way that they are easy for the facilitators to read. They must be double spaced. All pages should be numbered. All written work must be produced in 12-point font. Do not use full justification for your margin (i.e., have all lines end at the same place). This practice adds considerably to reading time. Papers must meet these criteria in order to be graded. And please use a staple, not a paper clip, to hold the document together. Fancy plastic covers are unnecessary.

I assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Past experience suggests the following major problem areas:

1. Proofread carefully; if you make a typing error, at least mark the correction in pencil.

2. its = possessive it's = contraction for it is

3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.

4. A dash is typed with two hyphens without a space before or after, e.g., end--then, NOT end-then, and NOT end - then. There is still a role for a hyphen, however, e.g., "up-to-date resume."

5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices in our catalog DO not include sales tax. Poor: Any learner caught smoking in the halls will have their cigarettes confiscated. Better: Any learner caught smoking in the halls will have his or her cigarettes confiscated. Best: All learners caught smoking in the halls will have their cigarettes confiscated.

   Tense agreement: Poor: Jones and Smith (1984) discuss what happens when managers give bad performance appraisals. They reported about what happened in five companies. Better: Jones and Smith (1984) discuss...report... Better: Jones and Smith (1984) discussed...reported..

6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g., The consultant signed the contract, but the client did not. BUT The consultant signed the contract but objected to paragraph 4.
7. Quotation marks always go outside periods and commas, e.g., ...end." They go outside the question mark if the question is quoted; inside if the whole sentence is a question.

8. Each sentence must have a SUBJECT and a VERB.

9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for: more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.

10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea. See if it should be broken down into two or more concise paragraphs.

11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of the paragraph.

12. An academic or professional paper should be written in a formal way, even if it has a "creative" thrust or content. This means that it should include a beginning, a middle, and an end. Make it easy for the reader, when possible, by using labels for these components, e.g., "Introduction," "Conclusion."

An introductory paragraph tells the reader where you are going by introducing the main points. The body of the paper should contain a separate section for each of the main points. Sometimes writers use a separate heading for each main point.

The conclusion, or summary, of the paper should take one or two paragraphs and summarize how your arguments have supported the main points you laid out in the introduction.

13. Useful reference books (bibliographies, punctuation, etc.):

- Publication manual of the American Psychological Association (6th Ed.) This can also be found on line at: [http://www.apa.org](http://www.apa.org)