

The University of Texas at Tyler

Soules College of Business
Department of Human Resource Development

Spring 2026

Syllabus

Course: HRD 5343
Title: Foundations of HRD
Section: 060
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Office: COB 315.13
Office Hours: By appointment on Zoom
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Course Description

Description

HRD 5343 – Foundations of HRD: Study of the set of systematic and planned activities designed by an organization to provide its employees with the necessary skills to meet current and future job demands: learning and human resource development, needs assessments, task analysis, designing and implementing training programs, career development, and organization development.

Learning Objective

- Develop an understanding and appreciation of the functions and roles of HRD in organizations.
- Discuss and present major theoretical foundations of HRD.
- Describe a model of employee behavior, and learning related to knowledge, skill, ability and attitude influencing employee behavior.
- Develop an understanding of organization development and change in relation to models of change, OD theories, various types of interventions and effective intervention strategy.
- Describe career development as a role in HRD and organizations.
- Develop an understanding of current research trend in HRD.
- Conduct an original project related to HRD functional roles, practices, or theories.

Textbooks

Required textbooks:

Swanson, R. A. & Holton, III., E. F. (2009, 2nd ed). *Foundations of Human Resource Development*. Berrett-Koehler (ISBN: 978-1-57675-496-2. Available from the UT Tyler Bookstore. 2022 3rd edition may also be available. Either would be ok.)

Werner, M. J. (2017). *Human resource development*. Cengage Learning (ISBN: 978-1-337-29653-3). You may wish to look for used ones for a better price on amazon.com

Bonus Free Textbook:

Swanson, R. A. & Holton, III., E. F. (2001). *Foundations of Human Resource Development*. It is available at the Canvas course portal under Course Description at the bottom of the video clip page. While this book may appear to be old, all the foundational part of the knowledge is largely remaining the same. If you combine the book content with Wang et al. (2017) and Wang and Doty (2022), you would have a clear on the new development of HRD foundational theory.

Additionally, Dr. Swanson also published a third edition of the foundations book in 2022. You may take a quick review of the Table of Content on either google books or amazon.com to see the similarity of the content to Swanson & Holton (2001, 2009). So the key point here is to save money and still learn the knowledge.

The optional textbook for this course is:

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Author. (Note: Regardless whether you purchase the book, all writing format will follow the APA style for all writing assignment. Most format requirements are also available at www.apastyle.org)

Other required readings as assigned.

Additional to the textbooks, you may find the following Professional Organizations' Websites valuable resources for understanding the subject of this course:

- Academy of Human Resource Development: www.ahrd.org
- Association of Talent Development www.td.org (formerly American Society for Training & Development: www.astd.org –this will also lead you to their above new website)
- The Society for Organizational Learning: www.solonline.org
- International Society for Performance Improvement: www.ispi.org

Accessing Library Resources

Students enrolled in this course have several options to access library resources. You may visit your home campus library or you may access the UT Tyler Online Library. You may also use the Robert R. Muntz Library at the University of Texas at Tyler. Follow the link below, and then complete the instructions at those sites for accessing information from a distant site:
(<http://library.uttyler.edu>)

Grading and Rubrics

Final grades for the course will be determined based upon the following rubrics for assessment:

- A – Exceptional work; demonstrates complete understanding of topic in written assignments; demonstrates graduate-level written communication by attention to conventions of standard written English and good writing “flow”.
- B – Good work; demonstrates basic understanding of topic in written assignments; acceptable demonstration of graduate-level writing; some lack of attention to detail in content or presentation.
- C – Limited understanding of basic concepts; written assignments lack attention to conventions of standard written English; incomplete responses; consistent lack of attention to detail.
- D – Failure to demonstrate understanding of basic concepts.
- F – Failure to complete assignments.

The required work you will perform for this course is weighted as follows:

Interview report: 25%

Final project: 36%

Online Discussion Participation: 39%

Grading components are assigned weights based upon the assignments required of the participant and their importance to the course. A letter grade will be deducted for each day an assignment is submitted after the due date unless prior approval has been acquired from the instructor. Assignments may be submitted prior to the due date listed in the Course Schedule.

Course Requirements

Reading Assignments

- Each participant is responsible for completing the reading assignments in a timely manner.
- Due dates and deadlines are listed in the Learning Agenda section in this syllabus.
- Discussions and written assignments are made with the assumption that required reading assignments are completed prior to completion of online discussions and written assignments.

Discussion Assignments

- Link to the Discussions forum is located on the left navigation bar. Also, as each discussion is graded assignment, you may access discussion link under Assignments.
- You are responsible for participating in the asynchronous discussions as specified in each module, and for responding at least 3 others’ posts.

- Discussion postings should be made in a timely manner. Please pay attention to the due dates.
- Please note that the time for all deadlines is based on the online clock up to 11:59pm Central Time on the due date.
- The quality of your discussion contributions is more important than the quantity. A participant's comments should add to the discussion. I will let you know individually if your contributions to class discussion are not meeting my expectations.
- Note: When posting to the discussion area, please enter your comments as texts instead of attachment documents for easier access.

Artificial Intelligence (AI) Statement and Policy

AI is an important tool in our lives today. However, it is not a substitute for your independent thinking and should not be used to write assignments. While AI tools can support your learning journey, they should not be utilized to generate or complete assignments. AI screening tools and plagiarism checkers will be utilized in this class to uphold academic honesty. TurnitIn will report Similarity Index and AI Writing percentage as the results of the screening.

Written Assignments

- All written assignments are to follow American Psychological Association (APA) format with 1" margins on all sides, double spaced with Time New Roman font size no smaller than 10 but no larger than 12.
- All written assignments are to be completed in Microsoft Word, and submitted in a timely manner.
- All written assignments should be submitted to the designated link specified. If your internet connection is down for some reason, assignments may be faxed to 903-565-5650 attention to Dr. Wang. Please note that if your assignment is faxed, turnaround time for grading may be longer.

Online Discussions

Given the design of the course, online discussions accounts for a significant portion of the overall grade (35%). You will have weekly discussion assignment based on the required readings. Please do not overlook/miss any single week's discussion/responses assignments, as the small portion weekly discussion adds up quickly to either improve or reduce your final grade.

Learning Agenda

This course will be divided into three learning modules in the following structure.

Module & Schedule	Topics	Assigned Readings and Activities	Due Date
Module 1 (1/12—2/8)	HRD Fundamentals: Concept, definitions and theories	Readings: Swanson & Holton: Chapters 1 – 6 Werner: Part 1 all chapters Wang & Sun (2009) Wang et al. (2017) Discussion 1 - 1 (see Canvas Discussion Forum for questions) Discussion 1 - 2 Discussion 1 - 3 Discussion 1 - 4	1/18 1/25 2/1 2/8
Module 2 (2/9—3/8)	The Function and Role of HRD	Readings Swanson & Holton chapters 10, 12—14, Werner Chapters 9 & 12, and article 3 & 4 on the supplemental reading list Discussion 2 – 1 Discussion 2 – 2 Discussion 2 – 3 Discussion 2 – 4	2/15 2/22 3/1 3/8
(3/9—3/13)	Spring Break	No Class schedule	
Module 3 (3/16—4/26)	The Process and Practices of HRD Final Project Report	Readings Werner: Chapters 4—7. Discussion 3 – 1 Discussion 3 – 2 Discussion 3 – 3 Discussion 3 – 4 Discussion 3 – 5	3/22 3/29 4/5 4/12 4/19 Due 4/26

Required Assignments

Online Discussion

This course places a significant portion of the grade distribution in online discussion. Total grade proportion will constitute 36% of your grade. Your learning is to be reflected by the quality of your written discussions in each module. You will have weekly required online discussion assignments based on our learning design and schedule.

Assignment:

Each week, you are required to initiate at least 1 discussion post addressing a set of questions on designated Canvas discussion forum, and respond to at least two other peers' initial post.

So please pay attention to the due dates for required discussion activities. Please refer to the discussion questions listed in the "learning agenda."

The quality of online discussion will be evaluated in the following areas:

1. Quality of writing
2. Relevance of the posts,
3. Contribution to the learning community, and
4. Your promptness and timeliness
5. Point distribution for the weekly discussion: 3 percent for each satisfactory weekly discussion, including 3 responses.

Important note:

Because of the nature of the learning community, the online discussions are expected to be professional, constructive and substantive that contribute to all individuals' learning. Therefore, please refrain from online slams, e.g., LOL, OMG or other informal languages. Please also avoid "me-too" responses.

Interview Report (25%)

Due: March 8. Please plan and working on the report ahead of time to avoid last minute rush. 15% deduction for late submission.

Requirements:

1. Your report should be at least 7 double-spaced typewritten pages excluding cover page and references, 1" margins all sides, font size 12-point Time New Roman.
2. You must submit a report to receive a grade.

Assignment

This assignment is designed for you to gain an understanding of HRD functions, roles, and activities by interviewing a field HRD practitioner.

It is your responsibility to identify an HRD practitioner, either internal employee, manager, or external consultant to an organization in the field of HRD. The person could be in a function such as training, performance improvement, instructional design, organization effectiveness, or organizational development in any industry or sector. The person may bear a job title such as HR Generalist/Manager, Training Manager, Instructional Designer, Organization Effectiveness Specialist, Performance Consultant, and HR Analyst.

You may conduct the interview in person, by telephone, or via any online technologies, e.g., Zoom or Skype. Ask questions at least in the following areas:

1. What is your role in the organization that is related to HRD?
2. In what department are you in, and what is the general function of that department?
3. What are some of your typical projects that help developing the human resources in the organization?
4. What foundational theories or models of HRD is/are relevant to your daily projects and/or the departmental functions?
5. Can you describe a most recent or most important example of your HRD project, including the following
 - a. Background of the project: was it targeted to a human resources or performance problem?
 - b. What was the performance problem or problems related to employees, and how it was identified?

- c. What was the solution?
- d. What was the outcome(s)?

6. Advice the person may offer to new HRD practitioners just received a Master degree from UT Tyler based on his/her field HRD experiences.

Please write your report based on your interview data. Your report should at least have the following components:

- The background of the person, the department and the organization.
- The role of HRD in the organization.
- How the organization benefited from their HRD functions or department.
- A detailed description of a sample HRD project conducted by the person or his/her team.

Please note that the interview report needs to be focused and structured with subheadings. Quotes from the interviewee may be necessary, but the report should NOT use the interview transcripts extensively. Necessary analysis and interpretations based on the HRD theories or models learned is expected.

Please think ahead and prepare the interview early in the semester. This may lead you to ideas on the final project.

Final Project (36%)

Due: 4/26

Objectives

This assignment is intended to develop an in-depth understanding of HRD functional roles in a real organization. The objectives are,

1. Gaining in-depth knowledge on real world organizational HRD issues, problems, functions and roles.
2. Applying theories and models learned in the course to develop a conceptual analysis of the real world HRD for organizational performance improvement.

Requirements:

1. The final report should be at least 10 double-spaced, 1" margin on all sides with no smaller than 10 font size. It should reference to at least 5 peer-reviewed articles published in HRD journals and books written in the past 10 years.
2. This is an independent project.
3. No late submission will be accepted.

Assignments

To complete this project, you must identify an organization and collect real data from an organization in any industry, any sector. A good idea is to develop this project as a continuation of your interview report, thus making it a significant expansion of the report.

Compared to your interview report which covers almost every aspects of HRD activities, this final project is to focus on one of the components of HRD and examining more detailed activities, such as training intervention, organization development, or career development. It is to identify the needs, functions, processes, or outcomes, often in a form of HRD projects that an organizational HRD or HR department develop in helping the organization improving the performance.

The report should include, but is not limited to, the following content:

1. The background and context of the organization
2. The structure of the organization, including HRD functions or department (note an organization chart may be necessary).

3. The primary and secondary functions of HRD and in what way it can address the business needs in the organization.
4. On a specific area, e.g., training, OD, or strategic planning, how HRD function contributed to the organization. This must be represented by HRD projects or processes.
5. How does HRD identify performance needs or gaps in the organization?
6. Once the needs or gaps identified, what are the processes to develop an HRD related solution?
7. How does HRD function integrate or collaborate with other business functions, e.g., sales, finance, business development?
8. How the HRD function knows how they are doing? In other words, what evaluation process is in place to judge their contributions to the organization?
9. Any other issues or findings from your data collected from the organization that deserve reporting.

Important Note:

The final project report must be significantly different from the interview report. For example, interview report may include only one interviewee. You can expand to 2 or more interviewees in the same organization and cover a particular project. Or you may change to a different organization.

How to identify organization or interviewee(s)

This is a common question asked by previous students. For those working professionals in this class, you may use your own organization for the assignment. For those never had previous work experience, here are some of your past classmates' practices:

- Walk-in to one of your favorite retail stores and ask for their HR manager for help, it is also a way to market yourself and your project. In the past, we had students working with HRD managers in Walmart, Target, Home Depot, Lowe's, JC Penny, Dillard's and many local restaurants (chain or independent, fast-food or formal-dining). A few students even landed a job or internship because of the projects' relationship.

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 census date (See Academic Calendar for the specific date).

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

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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 (This is apparently irrelevant to our online course, but I am required to list it here):

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 Conduct

I encourage everyone to view the new UT Tyler Honor Code video in the following link:
<https://www.youtube.com/watch?v=xVMEQel1Q2A>

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.