

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

HRD 5343: Foundations of Human Resource Development (HRD)

Fall, 2019– Online Course
Facilitated Via Canvas

Class Meeting Dates: August 26, 2019 – December 10, 2019

Course Syllabus

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

Address: The University of Texas at Tyler
Soules College of Business
Department of Human Resource Development
3900 University Blvd. – 315.21
Tyler, TX 75799
(903) 566-7310 [Department Phone]
(903) 565-5650 [Department FAX]
(903) 566-7260 [Direct Phone Line] [Please Use Email vs. Leaving a Phone
Voicemail]

Email: Andrea_Ellinger@uttyler.edu

Office Hours: Given the online nature of this course, **designated office hours will be held on Wednesday afternoons from 3:00 – 6:00 p.m. CST.** Please email the course facilitator to schedule an appointment and to determine the most appropriate approach for connecting. ZOOM conferences, Skype, or phone conferences can easily be used. [NOTE: If you need to reach the facilitator in the event of an emergency, please email andrea_ellinger@uttyler.edu OR call (903) 566-7310 and Ms. Brandy Smith will contact me by cell phone].

Voluntary Synchronous

Session:

The facilitator will host a synchronous session on **Wednesday evenings from 6:00 – 7:00 p.m.** via Zoom. Course participants are encouraged to attend and engage in these sessions (but are not required to attend).

Required Course

Textbooks:

Swanson, R. A., & Holton, III, E. F. (2009). *Foundations of human resource development* (2nd ed.) San Francisco, CA: Berrett-Koehler Publishers, Inc. [Supplemental Required Course Textbook] [This textbook is considered to be a “seminal” textbook in the HRD Field]

Werner, J. M. (2017). *Human resource development/Talent development* (7th ed.). Boston, MA: Cengage Learning. [Primary Required Course Textbook] [This book is a current and comprehensive and highly recommended book] [Note: MindTap is not required in this course]

Supplemental

Referencing

Resource:

Additional readings may be made available within Canvas

APA publication manual (6th ed). Washington, D.C.: American Psychological Association. ISBN: 978-1-4338-0561-5

<http://www.apa.org>

There is a free tutorial and additional information regarding corrections to the 6th edition. While completing the tutorial is not required, it is highly recommended and encouraged as this format will be used for all written assignments in this course. It will be expected that learners have familiarized themselves with this format so that it can be correctly used for course assignments.

Please also refer to Purdue’s The Owl website:

https://owl.purdue.edu/owl/purdue_owl.html

Please also refer to The Robert R. Muntz Library Human Resource Development Research Guide:

<https://libguides.uttyler.edu/hrd>

UTTYLER HRD FASTPASS [Uploaded into Canvas]

Cases and activities will be provided by the facilitator as necessary and applicable.

Canvas Log-in: Please use your student sign-in to access the Canvas site for this course.

Course Description: Study of the basic theories and concepts of human resource development (HRD): 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 development from a multi-disciplinary perspective. We are going to take a “Whitman Candy Sampler” approach that will expose learners to a variety of topics on human resource development research and practice including: definitions, the breadth and scope of HRD, historical developments, philosophies, paradigms and theoretical foundations, ethics and legal issues, core functions and structures, concepts in training and workplace learning, and organization development along with contemporary issues such as coaching and mentoring, the learning organization concept 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;
- 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, to attain the learning objectives for integrating theory and practice regarding human resource development.

Course Requirements, Course Schedule, Assignments, and Evaluation:

Course Requirements, Assignments, and Evaluation:

The course facilitator's intention is to create a comfortable, collaborative, and respectful online 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 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. This course requires learners to be self-directed, but this course is not a "self-paced" course as there are specific deadlines and requirements that must be achieved to accomplish course goals. Given the prevalence of team work in contemporary workplaces, this course blends individual and group work to balance both self-directed and social learning opportunities.

Course Requirements:

Reading Assignments and Virtual Participation:

Required reading assignments are listed on the "Tentative Weekly Course Schedule and Work Group Discussion/Posting Topics/Threads" (page 15 of the syllabus) 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 work 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 any other supplemental articles or cases or other activities, 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. Learners are encouraged to identify additional resources, readings, and any other pertinent materials to deepen the learning associated with each assigned weekly topic. This online course is designed with the expectation that learners will actively engage with each other and the facilitator. Being virtually present and being prepared are critical to the accomplishment of the course objectives [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 assigned text and are not adequately prepared to engage with each other, the facilitator, and the overall community.

Weekly Virtual Class Participation:

Participation in all weekly class activities is required 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 by the deadlines noted in this syllabus. 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 discussions 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** that points for virtual participation will not be awarded for weekly postings, but rather a final participation grade will be developed at the end of the course. It is anticipated that learners will become more comfortable with the virtual engagement process and that postings and insights will become strengthened over the duration of the course. It is for this reason that individual weekly participation points will not be given. **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.

Tips and Suggestions for Using Canvas:

1. Please complete any available Canvas 101 Training; contact Canvas Support as needed; and ensure that appropriate technology is being used: laptop/desktop computer with camera and microphone, high speed and reliable internet service; access to Canvas, and access to Word.
2. Please carefully review and familiarize yourself with the organization of this online Canvas facilitated course by clicking on relevant tabs and accessing course documents and assignments as well as groups. Please review all of the discussion threads that have been created for the entire course. Remember to post your individual group contributions to your group specific discussion thread and do post via an assigned synthesizer a collective synthesis of the group's output to the appropriate main discussion board thread.
3. Please review all Zoom recordings and PowerPoint slide sets that accompany the Chapter readings. In particular please view the introductory Zoom video that will better acquaint you with the facilitator, the use of Canvas, and the overview of the course syllabus.
4. Please check your "Patriots" account frequently. This is the default email used by Canvas and all course communications will be sent through Canvas email and announcements to you and your group members during the term. If you do not receive email communications from the facilitator, please check your spam filter and also notify IT Support to report and resolve this problem.
5. At your comfort level, please consider exchanging 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 your Patriot emails and any other contact information you may wish to share with each other and the facilitator (for use in emergency situations).
6. Be proactive and do not wait until the last minute to complete the readings, postings, and other assignments. Please check Canvas frequently to ensure that you are communicating with your assigned group members and contributing to the overall learning experience. It is recommended that your group determine appropriate deadlines and schedules for accomplishing any group work required in this course.
7. 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 to be synthesized and posted to the respective main course discussion forum and ensure that there are clear communications about the schedule among group members. Please confirm that all synthesized postings due by midnight on the main discussion board for each specific week/thread are posted before midnight.
8. Please confirm receipt of returned assignments. Assignments will always be returned as promptly as possible with feedback via PDF/email within Canvas, so it is important that you confirm receipt.
9. The Grade Center will be used at the end of the term as a summary tool since all assignments will be returned as promptly as possible during the term.
10. If there are problems in your assigned work groups, please let the course facilitator know so that appropriate action can be taken.

11. Please email the facilitator to schedule appointments, to connect regarding questions or concerns, or to report issues that impact the group's effective functioning.
12. Please remember that you are being held to high ethical and integrity standards in this course. If a group member(s) is not fulfilling their role or contributing to project work, you should not include their names as contributors to any group assignments and points should not be awarded if work has not been done.

Important Dates:

Census Date = September 9, 2019

Last Day to Withdraw from Classes = November 4, 2019

Date of Final Exam = December 10, 2019

University Policies:

<https://www.uttyler.edu/wellness/rightsresponsibilities.php>

<https://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf> [Rev 5/19]

UT Tyler Honor Code Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid.

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/Accessibility Services In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 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 Revised 05/19 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.

Student Standards of Academic Conduct 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.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit

.iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center(903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center(903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center(903.566.7254)

PLEASE NOTE: Plagiarism will not be tolerated in any form and learners should be aware that all written course assignments will be checked by Plagiarism detection software. Violations of academic integrity will be reported and processed according the guidelines established by the University.

Course Schedule:

The Overview of Weekly Course Schedule presents a summary of the weekly topics that will be addressed in this course. Please refer to the “Tentative Weekly Course Schedule and Work Group and Main Learning Community Discussion/Posting Topics/Threads” on page 15 of the syllabus to obtain the specific discussion topic and assignment requirements for each week. All assignments and postings are due by Sunday night at midnight (12:00 a.m.) CST unless otherwise specified. [NOTE: Highlighted weeks below reflect assignments DUE by midnight (12:00 a.m.) CST unless otherwise specified in addition to the weekly postings/discussion and synthesis of the posting for the main discussion board]. 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 in advance].

Overview of Weekly Course Schedule

[Monday Through Sunday at 12:00 Midnight CST]

Module 1 - Week 1:

August 26, 2019 – September 1, 2019

Introductions and Overview of Course Approach, Syllabus, Assignments, Expectations and Use of Canvas

Module 2 – Week 2:

September 2, 2019 – September 8, 2019

Introduction to HRD, Definitions, Functions, and Processes

Module 3 – Week 3:

September 9, 2019 – September 15, 2019

The History of HRD and Component Theories of HRD

Module 4 – Week 4:

September 16, 2019 – September 22, 2019

Influences on Employee Behavior

Module 5 – Week 5:

September 23, 2019 – September 29, 2019

Learning and HRD

Module 6 – Week 6:

September 30, 2019 – October 6, 2019

Assessing HRD Needs

Module 7 – Week 7:

October 7, 2019 – October 13, 2019

Designing Effective HRD Programs

Module 8 – Week 8:

October 14, 2019 – October 20, 2019

Implementing Effective HRD Programs

Module 9 – Week 9:

October 21, 2019 – October 27, 2019

Evaluating HRD Programs

<u>Module 10 – Week 10:</u>	October 28, 2019 – November 3, 2019 HRD Applications (Onboarding/Training)
<u>Module 11 – Week 11:</u>	November 4, 2019 – November 10, 2019 Coaching and Performance Management; Counseling, Well-Being and Wellness
<u>Module 12 – Week 12:</u>	November 11, 2019 – November 17, 2019 Career and Management Development
<u>Module 13 – Week 13:</u>	November 18, 2019 – November 24, 2019 Organization Development and Change
<u>Module 14 – Week 14:</u>	November 25, 2019 – December 1, 2019 Thanksgiving Holiday for Faculty and Students
<u>Module 15 – Week 15:</u>	December 2, 2019 – December 8, 2019 HRD and Diversity Training and Beyond
<u>Module 16 – Week 16:</u>	December 9, 2019 – December 14, 2019 Final Exam Week – Final Reflection Paper Due on December 10, 2019 on or before 12:00 noon CST

Required Course Assignments:

Your final grade will consist of the following 5 components which are subsequently explained in detail: 1). Virtual participation based upon your individual contributions to weekly discussions, activities, and postings within Canvas; 2) Self and other assessment of your contributions to the work group postings and any collaborative work group assignments; 3). Pair of Two Field Project –Interview of an HRD Professional and Development of a Brief Narrated PowerPoint Slide Presentation; 4). Work Group Analysis of an Ethics and HRD; and 5). Final Individual Reflection Paper

[NOTE: Assignments are due on the date scheduled. Late postings, 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, Assigned Work Group Postings and Discussions, Synthesized Posting of Work Group Insights to Main Learning Community Discussion Forum, and Collaborative Work Group Assignments (25% of Final Grade)**

Active virtual participation is expected and includes regular and high quality weekly engagement on Canvas, preparation for all weekly virtual group and main discussion forum postings, and active involvement in all course activities and required assignments. Each learner in the course will be assigned to a work group (approximately 5 - 6 members depending upon final course enrollment). Work groups will be asked to engage in dialogue and discussion about assigned topics/threads, questions or activities [see “Tentative Weekly Course Schedule and Work Group Discussion/Posting Topics/Threads” (page X of the syllabus)] and will be asked to share insights and experiences with each other, as well as serving as an 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. Please refer to the “Tentative Weekly Course Schedule and Work Group Discussion/Posting Topics/Threads” (page 15 of the syllabus) to obtain the specific discussion topic and assignment requirements for each week.

2. **Individual Contributions to the Work Group:** 5%

A “self and other” assessment form will be provided that will require each learner to complete and submit the form. It will be required that the individual work group members honestly and fairly assess their own individual contributions to the work of the group (postings, synthesizing, required work group assignments). The individual work group members will also assess the other members’ contributions accordingly. A narrative justification must be provided for the awarding of points for the self and for the work group members. Please be reminded that standards of ethics and integrity are expected as outlined in the honor code. Please do not assign points to those who do not contribute to the completion of the assignments.

3. **Pair of Two [Or Trio of Three] Field Project –Interviews of an HRD Professional and Development of a Brief Narrated PowerPoint Slide Presentation (15% of Final Grade):**

For this assignment, learners will form pairs of two within their respective work groups and will identify an HRD professional to interview who is currently employed in the field of human resource development and who is working within an organizational setting, or who may be self-employed (for-profit, non-for-profit, etc.) (these professionals should carry the titles related to the HRD function and 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, consultants, etc.]. The two members of the work group will conduct an interview with the professional to gain insights into the field. The interview can be

conducted via Skype, or other technology mediated approaches, by conference call, via email. Specifically, learners will ask the minimum of 3 questions on page 30 of the text as noted in the “Exercise” described. In addition to these three questions, learners can consider asking other questions about: the overall structure and function of human resource development within the organization, including an understanding of how training, organization development, and career development are provide; information about the career paths, academic preparation, critical work experiences in that particular organizational setting(s); current challenges and opportunities; and the future of HRD. The course facilitator will submit all documentation in fulfillment of IRB Human Subjects requirements for in-class projects. Learners will be expected to provide a business card, and evidence that the interview occurred, along with a signed consent form by the HRD professional. Learners will be expected to prepare a brief narrated PowerPoint Slide Presentation (not to exceed 5 slides) that synthesizes the content of the interview. Submissions of the business card, consent forms signed by the HRD professional, or copy of communication documenting that the interview was conducted will be submitted separately as attachments within the assignment link. The narrated PowerPoint Presentation will be uploaded into the assignment link for the assignment as well as posted to a discussion forum/thread within Canvas. Please use a pseudonym for the HRD professional and organization in the narrated presentation.

4. Work Group Analysis of an Ethics and HRD Case (15% of Final Grade):

Each work group will be given a case study by the course facilitator for which questions are posed regarding ethical dilemmas relative to HRD. Learners will individually read the case, prepare notes, and then engage in a collaborative discussion with other work group members to create a not to exceed 5 page double-spaced analysis of the case. The case analysis should conform to APA 6th edition formatting. Please ensure that a work group members uploads the narrative case analysis into the respective assignment link within Canvas.

5. Individual Final Reflection Paper (40% of Final Grade)

Learners will be asked to reflect about the major concepts associated with the course and human resource development and will be asked to prepare a final reflection paper that conforms to APA 6th edition format. Specific instructions will be provided regarding the final paper. The final paper is due on or before 12:00 noon CST on December 10, 2019,

NOTE: All written assignments will be processed through Turnitin.

Consideration of the Timeliness, Quality of Content and Expression and Contribution of Postings:

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 total credit, it is expected that postings reflect “excellence” as described below:

Evaluation:

Assignment	Percentage of Grade
1. Virtual Course Participation (including individual contributions/discussions/postings and group contributions/discussions/postings), and contributions to all required assignments.	25%
2. Individual Self-Other Evaluation of Group Member's Contributions.	5%
3. Pair of Two [or Trio of Three] Field Project –An Interview of an HRD Professional and development of a Brief Narrated PowerPoint Presentation.	15%
4. Work Group Analysis of an Ethics and HRD Case	15%
5. Individual Final Reflection Paper	40%
Total Points	100%

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”]

<u>Grade:</u>	<u>Level of Performance</u>	<u>Grade Points</u>	<u>Grading Scale</u>
A	Excellent	4	90 – 100%
B	Average	3	80 – 89%
C	Poor	2	70 – 79%
D or F	Failing	1	60 – 69% = D < 60% = F

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.

Tentative Weekly Course Schedule and Work Group and Main Learning Community Discussion/Posting Topics/Threads

Module and Week #	Overall Weekly Objectives	Dates	Readings	Discussion	Assignments
1	Introduction of course facilitator, members of the assigned work groups and Overview of Syllabus, Course Expectations, and Use of Canvas.	August 26, 2019 through September 1, 2019	Course Syllabus Begin Reading Chapters Assigned for Module/Week #2	Each member of the assigned work group will provide a brief biography and photograph and a “synthesizer” will create one posting (avoid attachments if possible) of all	Please post the synthesis of photos and biographies to the main discussion forum entitled “Picture This” by September 1, 2019.

				<p>photographs and biographies to the main discussion forum entitled “Picture This”</p> <p>The Synthesizer will also create a document that contains the Patriot Emails of Each Group Member and any other contact information that members wish to provide to facilitate group processes. This will be posted within the Group Discussion Forum. Please do so by September 1, 2019.</p>	
--	--	--	--	--	--

2	Introduction to HRD, Definitions, Functions, and Processes	September 2, 2019 Through September 8, 2019	Werner Chapter 1 Swanson and Holton Chapters 1 and 2	<p>Discuss the similarities and differences among the various definitions presented in the Swanson and Holton Chapter and in Chapter 1 of the Werner text. What is your preferred definition and why? Do you think it is possible to create one universal definition of HRD? Why or Why Not?</p> <p>Discuss your individual experiences with HRD? What types of training have you experienced ? Organizational changes? Career developmen</p>	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, September 8, 2019.
---	--	---	---	---	--

				<p>t intervention s?</p> <p>Each work group member is also expected to identify one current practitioner article that speaks to a current trend in the HRD field.</p>	
3	The History of HRD and Component Theories of HRD	September 9, 2019 Through September 15, 2019	Swanson and Holton Chapter 2 and Chapters 4 and 6	<p>Review the historical timeline presented on page 67. Consider the 11 years that have passed since the 2008 end point of this timeline and identify any other historical events that should be included to update this timeline.</p>	All work group members will engage in this discussion and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, September 15, 2019.

4	Influences on Employee Behavior	September 16, 2019 Through September 22, 2019	Werner Chapter 2	Consider the Swanson and Holton Theories as described in Chapter 3 and identify any other theories that should expand their three legged stool. Also, consider the motivation theories discussed in Chapter 2 and if you had to select one of the motivation theories that explains your own behavior, what would it be and why?	All work group members will engage in this discussion and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, September 22, 2019.
5	Learning and HRD	September 23, 2019 Through September 29, 2019	Werner Chapter 3	Refer to page 105 in the Werner text and complete the VARK questionnaire. Compare and contrast your overall preferred	All work group members will engage in this self-assessment exercise and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, September 29, 2019.

				<p>approaches for learning and share the results with your peers. Consider what/how HRD professional may have to incorporate into effective training design to accommodate various learning preferences. Provide examples from your own training experiences.</p>	
6	Assessing HRD Needs	September 30, 2019 Through October 6, 2019	Werner Chapter 4	<p>Refer to Page 145 of the Werner text and address the questions related to the Integrative Case on Cathay Pacific Airways</p>	<p>All work group members will engage in this discussion and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, October 6, 2019.</p> <p>DUE: Pair of Two Field Project by Sunday, October 6, 2019.</p>
7	Designing Effective HRD Programs	October 7, 2019 Through	Werner Chapter 5	<p>Consider a training program</p>	<p>All work group members will engage in this discussion and an appointed “synthesizer” will</p>

		h October 13, 2019		that you have participated in that was not effective. Why was it ineffective and what design issues could be reevaluated? How would you propose redesigning the training program?	synthesize these discussions by posting the group's output to the main discussion board by Sunday, October 13, 2019.
8	Implementing Effective HRD Programs	October 14, 2019 Throug h October 20, 2019	Werner Chapter 6	Treasure Hunt: Search online or within a current trade or practitioner publication for a current and great example of an organization that has implemente d an effective training program and describe it and what was so	All work group members will engage in this discussion and an appointed "synthesizer" will synthesize these discussions by posting the group's output to the main discussion board by Sunday, October 20, 2019.

				effectively done.	
9	Evaluating HRD Programs	October 21, 2019 Through October 27, 2019	Werner Chapter 7	Refer to page 256 of the Werner text to the Integrative Case: Identify some of the challenges associated with the design and implementation of the training. Also consider how you would evaluate this program.	All work group members will engage in this discussion and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, October 27, 2019.
10	HRD Applications (Onboarding and Training)	October 28, 2019 Through November 3, 2019	Werner Chapters 8 and 9	Please refer to page 340 of the Werner text and complete the Exercise: Evaluating a Class Project Team. In this instance, you are all assessing your own work group	All work group members will engage in this discussion and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, November 3, 2019.

				in this course. Please compile the results.	
11	Coaching and Performance Management; Counseling, Well-Being and Wellness	November 4, 2019 Through November 10, 2019	Werner Chapters 10 and 11 Ellinger, Hamlin, and Beattie (2017) Ellinger, Beattie, and Hamlin (2018)	Consider the Opening Case on page 351 of the Werner text. Address the questions at the bottom of the page for the two scenarios provided.	All work group members will engage in this discussion and an appointed “synthesizer” will synthesize these discussions by posting the group’s output to the main discussion board by Sunday, November 10, 2019.
12	Career and Management Development	November 11, 2019 Through November 17, 2019	Werner Chapters 12 and 13	Individually create a career timeline. Consider where you want to be in career terms in three years’ time from now. Consider what you will need to do to achieve your three-year career goals and share with your work group	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, November 17, 2019. DUE: Ethics and HRD Case by Sunday, November 17, 2019.

				members. Are there common themes and areas that require more attention to achieve your goals?	
13	Organization Development and Change	November 18, 2019 Through November 24, 2019	Werner Chapter 14	Individually take the DLOQ© and discuss the results with members of your work group. How learning oriented are the organizations that you work for? What needs to be done to become more learning oriented? What type of OD interventions may be needed?	All work group members will complete the instrument and 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, November 24, 2019.
14	Thanksgiving Holiday for Faculty and Students	November 25, 2019 Through			Happy Holidays! No postings are due.

		December 1, 2019			
15	HRD and Diversity Training and Beyond	December 2, 2019 Through December 14, 2019	Werner Chapter 15	Complete Exercise 1 on page 601 of the Werner text.	All work group members will complete the instrument and 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, December 8, 2019. Please upload “Self and Other Evaluation Form” into the Assignment Link by Sunday, December 8, 2019.
16	Final Exam Week Happy Holidays and Happy Graduation. All My Best Wishes in Your Future Endeavors!	December 9, 2019 Through December 14, 2019			Individual Final Reflection Paper Due on or before 12:00 noon CST on Tuesday, December 10, 2019.

A Listing of Practitioner and Academic and Research Journals and Periodicals*

Practitioner Publications:

- Business Week (long articles)
- The Executive (published by The Academy of Management)
- Forbes
- Fortune
- HR Magazine
- Workforce
- Working Woman (long articles)

Mainly Academic and Research Journals and Periodicals:

Adult Learning (more practitioner oriented)
Asian Pacific Education Review
New Horizons in Adult Education and Human Resource Development
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 (PAAACE) 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
Strategic Management Journal
Asia Pacific Journal of Management
Leadership Quarterly
Human Resource Management Review
Journal of Organizational Behavior
Journal of Applied Behavioral Science
Journal of Managerial Inquiry
Organizational Dynamics (more practitioner oriented)
International Journal of Human Resource Management
International Journal of Manpower
Management Learning
Harvard Business Review (more practitioner oriented)
Sloan Management Review (more practitioner oriented)
California Management Review (more practitioner oriented)
The Journal of Workplace Learning
The International 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

European Journal of Industrial Training
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 Change Management
Journal of Organizational Change Management
Personnel Review
Administrative Science Quarterly
Human Relations
Women in Management Review
Training (more practitioner oriented)
T&D (Formerly: Training and Development Journal (ASTD) (more practitioner oriented)
Performance Improvement
The Learning Organization Journal: An International Journal
Business Horizons
International Business Review
Journal of International Management
Journal of World Business
International Journal of Management Reviews
The British Journal of Management
Journal of Management
SAM Advanced Management Journal
Journal of Management Studies
International Journal of Evidence Based Coaching and Mentoring

***Potential Conference Venues [Some may have published Conference Proceedings]:**

The Academy of Management (AOM) [OCD SIG]
The Academy of Human Resource Development (AHRD)

The Society for Advancement of Management (SAM)
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 Association for Talent Development (ATD) (Formerly the American Society of Training and Development Conference (ASTD))
The International Society of Performance Improvement (ISPI)
The International Conference on Researching Work and Learning
SCUTREA Conference
Transformative Learning Conference (Columbia University)
The Institute of Behavioral and Applied Management (IBAM)
The OD Institute (ODI)
The OD Network (ODN)
The Society for Human Resource Management (SHRM)
The Southern Management Association (SMA)

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

Note 1: 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>