

**Soules College of Business**  
**Department of Human Resource Development**  
**Course Syllabus**

HRD 3301 Introduction to Human Resource Development & Performance Management  
Systems

Paul Roberts, Ed.D.  
proberts@uttyler.edu

Fall 2021  
903-566-7334-phone  
Office: BUS 109A

**Course Description:**

This course provides an overview of human resource development to include training, organizational development, career development and performance management techniques.

**Textbook:**

Werner, J. M. (2022). Human Resource Development: Talent Development. Boston, MA: Cengage Learning.

<https://www.cengage.com/c/human-resource-development-talent-development-8e-werner/9780357512524PF/>

Goldratt, E. M., Cox J. (2004). The Goal: A Process of Ongoing Improvement. Publisher: North River Press; ISBN-10: 0884271951 ISBN-13: 978-0884271956

**Office Hours**

T & TH 9:30 - 12:00  
Other times by Appointment

**Course Objectives:**

At the end of this course, participants will be able to:

1. Clearly articulate what human resource development is as demonstrated by receiving a score of 70% or better on the "What is HRD ?" reflection paper.
2. Describe the nature, purpose and responsibilities of a Human Resource Development professional.
3. Demonstrate awareness of HRD related jobs and how their functions affect financial and non-financial work results as demonstrated with a score of 70% or better on the "HRD interview" assignment.
4. Recognize the interrelationships among the driving forces that connect seemingly isolated incidents within the organization. Also taking a holistic view of performance problems in order to find the root causes as demonstrated by scoring at or above 70% on the systems thinking quiz.
5. Articulate the process of improving performance within an organization.
6. Describe and discuss the factors which impact performance.
7. Examine case studies and discuss strengths and weaknesses of performance improvement strategies.

**Course Outline:**

Date		Topic	Assignment
Aug.	24	Introduction	
	26	Intro. to Human Resource Development	Ch 1
	31	Influences on Employee Behavior	Ch 2
Sep.	2	Learning And HRD	Ch 3
	7	The Goal: A Process of Ongoing Improvement	Ch1-7
	9		<b>Quiz #1</b>
	<b>13</b>	<b>Reflections Paper Due.</b>	
	14	Assessing Workplace Learning Needs	Ch 4
	16	Change	
	21	Myers/Briggs – Personality Typing	
	23	Designing Workplace Learning Interventions	Ch 5
	28	Implementing Workplace Learning Interventions	Ch 6
	30	Evaluating Workplace Learning Interventions	Ch 7
Oct.	5	The Goal: A Process of Ongoing Improvement	Ch 8-12
	7		<b>Quiz #2</b>
	12	Onboarding: Employee Socialization and Orientation	Ch 8
	14	Skills and Technical Training	Ch 9
	21	Coaching and Performance Management	Ch 10
	26	The Goal: A Process of Ongoing Improvement	Ch 13-20
	28	Employee Counseling, Well-being, and Wellness	Ch 11
Nov.	2	The Goal: A Process of Ongoing Improvement	Ch 21-27
	4	<b>Career Conference on campus 1:00 – 6:00</b>	<b>Quiz #3</b>
	9	Career Management and Development	Ch 12
	11	Management Development	Ch 13
	16	The Goal: A Process of Ongoing Improvement	Ch 28-31
	18	Organization Development and Change	Ch 14
	23	HRD, Diversity and Inclusion: Beyond Diversity	Ch 15
	25	The Goal: A Process of Ongoing Improvement	Ch 32-40
	30	HRD Interview Presentations	<b>Interview papers due</b>
Dec.	2	HRD Interview Presentations	
	3-7		<b>Quiz #4</b>

Sept. 8<sup>th</sup>      Census Day  
 Oct. 24<sup>th</sup>     Last day to withdraw

## **Course Requirements:**

Quiz #1	10%
HRD Reflection paper	25%
Quiz #2	10%
Quiz #3	10%
Quiz #4	10%
HRD Interview	25%
Class participation	10%

There will be a 10% per class period penalty for all late work. Assignments will be accepted no later than one week after the due date. All assignments will be submitted in Canvas.

## **Assignments**

See the assignments section of Canvas for assignment details. All Quizzes and assignments will be submitted or taken on Canvas.

### **HRD Reflection paper**

Write a 2-5 page (750-1500 words) paper answering the following questions.

1. What is your preferred definition of HRD? (use the Weinberger article and other resources provided as a guide, but don't feel limited to my resources only)
2. Why do you favor that definition?
3. What are the advantages and disadvantages of a learning-based definition (Watkins) vs. a performance-based perspective (Swanson)?

### **HRD Interview/ Presentation**

You will be required to interview an HRD professional and write a brief paper (3-5 pages – 1000-1500 words) and do an in class presentation.

**Class Participation** - grade based primarily upon activities surrounding the book, *The Goal: A Process of Ongoing Improvement*

1. Class preparation (reading assigned chapters and materials before class)
2. In-class discussions and work in groups

### **Quizzes**

There will be four quizzes in this class. The exams will be taken in Canvas and will be available from 8:00 AM until 10:00 PM on scheduled days.

## **University Honor Code**

**I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.**

## **Academic Dishonesty Statement**

“Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. 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

### **Additional References**

Laird, D. (2003). *Approaches to training and development*; Third Edition. Cambridge. Perseus Printing.

Diessner, R. and Tiegs, J. (2001) *Sources: Notable Selections in Human Development*. Second Edition. Guilford, CT: Dushkin/McGraw-Hill.

Gardiner, H.W., Mutter, J.D., & Kosmitzki, C. (2<sup>nd</sup> edition, 2002). *Lives Across Cultures: Cross-Cultural Human Development*. Boston: Allyn and Bacon.

Gilley, J.W., Egglund, S.A. & Gilley, A.M.. (2002). *Principles of Human Resource Development*; Second Edition. Cambridge. Perseus Printing.

Muller, W. (1996) *How, Then, Shall We Live?* New York: Bantam.

Swanson, R. & Holton, E. (2<sup>nd</sup> edition, 2009). *Foundations of Human Resource Development*. San Francisco, CA: Berrett-Koehler. ISBN: 9781576754962

Swanson, R. & Holton, E. (2001). *Foundations of Human Resource Development*. San Francisco, CA: Berrett-Koehler. ISBN: 1576750752

Brinkerhoff, R.O. & Gill, S.J. (1994). *The Learning Alliance*. San Francisco: Jossey-Bass.

Wilson, A. and Hayes, E. (Eds.) (2000). *Handbook of Adult and Continuing Education*, San Francisco, CA: Jossey-Bass. ISBN 0-7879-4998-1

Merriam, S. and Brockett, R. (1997). *The profession and practice of adult education: An introduction*. San Francisco, CA: Jossey-Bass. ISBN 0-7879-0290-X

Noe, R. A. (1999). *Employee Training & Development*. Boston: Irwin/McGraw- Hill.

Stewart, G.L., Manz, C.C. & Sims, H.P. (1999). *Team Work and Group Dynamics*. New York: Wiley & Sons.

Ferrell, O. & Hirt, G. (2003). *Business: A Changing World w/PowerWeb & Enhanced Quiz*. Boston, MA: Irwin McGraw Hill, Inc. ISBN: 0072936304

Weinberger, Lisa A. "Commonly Held Theories of Human Resource Development." *Human Resource Development International*. 1998.

Werner, J., & Desimone, R. (2008). *Human Resource Development*. Mason, OH: South-Western College Pub.

Wilson, J. (2005). *Human Resource Development: Learning and Training for Individuals and Organizations*. London: Kogan Page.

Yorks, L. (2004). *Strategic Human Resource Development*. Mason, OH: South-Western College Pub.

### **University Policies:**

- **Withdrawing from Class** - Students you are allowed to [withdraw](#) (drop) from this course through the University's [Withdrawal Portal](#). Texas law prohibits students 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 other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from this class has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). CAUTION #2: All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms.
- **Final Exam Policy:** Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.
- **Incomplete Grade Policy:** If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F, or to NC if the course was originally taken under the CR/NC grading basis.
- **Grade Appeal Policy:** - UT Tyler's Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of your course. If you do not agree with the decision of the instructor, you may then move your appeal to the department chair/school director for that course. If you are still dissatisfied with the decision of the chair/director, you may move the appeal to the Dean of the College offering that course who has the final decision. Grade appeals must be initiated within sixty (60) days from the date of receiving the final course grade. The Grade Appeal form is found on the [Registrar's Form Library](#).
- **Disability/Accessibility Services:** The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to

contact the Student Accessibility and Resources Office (SAR) as soon as possible to explore what arrangements need to be made to ensure access. If you have a disability, you are encouraged to visit the [SAR Portal \(https://hood.accessiblelearning.com/UTTyler/\)](https://hood.accessiblelearning.com/UTTyler/) and complete the New Student Application. For more information, please visit the [SAR webpage](#) or call 903.566.7079.

- **Military Affiliated Students:** UT Tyler honors the service and sacrifices of our military affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with me if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make me aware of any complications as far in advance as possible. I am willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resources for military affiliated students are in the [Military and Veterans Success Center \(MVSC\)](#). The MVSC can be reached at MVSC@uttyler.edu, or via phone at 903.565.5972.
- **Academic Honesty and Academic Misconduct:** The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).
- **FERPA** - UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements in protecting your confidential information.
- **COVID Guidance**
  - *Information for Classrooms and Laboratories:* Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code\(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.
  - *Recording of Class Sessions:* Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.
- **Absence for Official University Events or Activities:** This course follows the practices related to approved absences as noted by the Student Manual of Operating Procedures ([Sec. 1 -501](#)).
- **Absence for Religious Holidays:** Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.
- **Campus Carry:** We respect the right and privacy of students 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>.