

EHRD 303: Foundations of Human Resource Development  
Human Resource Development or Technology Management  
Texas A&M University

*The Aggie Code of Honor: "Aggies do not lie, cheat, or steal, nor tolerate those who do." is fundamental to the value of the A&M experience. Know the code. Aggie Code of the honor. <http://www.tamu.edu/aggiehonor/>*

**Instructor Information**

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**Meeting location:** Harrington Tower, Room 636

**Time:** Section 501 at 2:20 – 3:35 p.m. TR; Section 502 3:55 – 5:10 p.m. TR

**Office hours: contact by email or phone.**

**Course Description & topics:** EHRD 303 is designed to provide students with an overview of the discipline and practices in the field of Human Resource Development to fulfill the academic requirements of the undergraduate level for both the Technology Management and the Human Resource Development majors of the Bachelor of Science Degree in the Department of Educational Administration and Human Resource Development, College of Education. This course has no prerequisites.

For students who are interested in pursuing careers in HRD, this course will explore the full range of foundational issues and procedures within the HRD field, such as influences on employee behavior, adult learning, needs assessment, training program design, development and implementation, performance management and coaching, career management and development management development, organizational development, change and diversity. For students who might not expect to be HRD practitioners, the course will provide insights on the entire HRD aspect of a business organization and it would be very beneficial when they work with others in their future employment organizations.

The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program and carry out an audit. To get to this objective, we will review the field of training and development, as well as the broader area of human resource development (HRD). This means covering some of the basic concepts of training/HRD such as motivation and learning, needs assessment, and the evaluation of training. Different types of training programs will be examined, including orientation , skills training, team building, management development, organization development, and diversity training.

The “applied” aspect of the course will come primarily through teams of students planning, designing, delivering, and evaluating their own training programs. While there will be lecturing during the semester, I view each of you as adult learners; and therefore, encourage class discussion. Toward that end, each group will lead the class in discussing a portion of one of the chapters in the book.

**Course Goals & Objectives:** By the end of this course, students should be able to:

1. Map clear paths to success by following the orientation, syllabus, criterion for assignments, resource handouts, webct vista program, instructor lectures, chapter outlines, chapter notes, and tests, case studies, journal articles, speaker information, and psychological self tests.
2. Identify and give examples of basic HRD concepts, principles, theories, models, processes, programs, abbreviations, history, evolution learning style, characteristics of professional attitudes and behavior by Quiz 1. Understand the learned concepts of Chapters 1-8 to apply in models and theories, inquire with further research challenges of HR. Understand the vast areas and multifields that HRD and HRM encompass by use of the above resources.
3. Gain an overall perspective of the field of HRD with each student understanding what HRD and HRM will look like for them as they embark on a career, beginning with internship placement, job networking.
4. Clarify one's own expectations, aspirations, and approach to the field of HRD by each student defining the field of interest, type of organization, and roles and responsibilities they wish to pursue or exhibit by development of groups/teams, knowing and establishing roles and responsibilities, identifying the tools from the textbook to apply, and designing and developing projects to present, and research to write concerning a topic of interest.
5. Engage in a dialog focused on readings, issues, challenges, and opportunities in the field of HRD that reflect professionalism required to assist an organizational audits, utilizing KSA, lesson planning, ADDIE (ADIme), and TD, OD, CD in HRD/HRM, theories, journal research, and resource materials.
6. Identify and explain various roles filled by HRD professionals and competencies these roles require by quiz 2 with application of chapters 1-15 of the textbook, speakers, case studies, periodical and media resources.
7. Accomplish all assignments as described in the syllabus to build KS & A for career placement, internship readiness, and clear goals of career paths.
8. Develop a professional attitude that is exhibited in behavior and great social skills in the classroom represented by respecting all individuals, appreciating the value-added of each person in the classroom, being responsible to be supportive of other presenting groups as well as individuals of one's own group.

**Required Texts:**

Human Resource Development, by authors Desimone, Werner, and Harris, 4<sup>th</sup> ed., South-Western, a division of Thomson Learning: ISBN: 0-03-031932-3.

American Psychology Association entitled Publication manual of the American Psychological Association (APA). 5<sup>th</sup> ed. Washington, DC: by the American Psychological Association in 2001.

**Additional Resources:** This course is web assisted through Web CT. Text course materials will be downloadable from the course site as presented. If you have questions concerning webct vista, call helpdesk central at 845-8300 for computer differences. Additional readings may be assigned during the course as appropriate. Current Case Studies. Articles in Scholarly journals. Current challenges of HR in news.

**Active Learning Approach:** I endorse the active learning approach in which you, as students, play an active role in learning by exploring issues and ideas under the guidance of the instructor. You learn a way of thinking by asking questions, searching for answers, and interpreting observations. Knowledge is more than just facts and definitions. It is a way of looking at the world, an ability to interpret and organize future

information. An **active learning approach will more likely result in long-term retention and better understanding of the nature of your own knowledge. This approach (teaching method) promotes active participation by all, with individual accountability to the group**, and shows student abilities to work cooperatively, thereby increasing social skills in team work. The active learning approach endorses the concept of “a learning organization.”

**University Attendance policy:** Attendance is a critical component of all activity classes and is essential to learning a skill. Additionally due to the skill progressions found in teaching activities, it is crucial, for safety reasons, to require regular attendance. In an effort to work directly with Beutel Health Center to minimize the number of excuse notes issued for absences, it has become necessary to restructure the attendance policy as follows:

For classes that meet two times a week for the full semester: Each student may incur up to 3 absences without penalty. On the 4<sup>th</sup> absence, 10 points will be deducted from the final grade. On the 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> absences, 10 **additional points** will be subtracted from the final grade for each absence. **A student taking this class pass/fail will fail automatically after the 6<sup>th</sup> absence. A student taking this class for a grade will fail automatically after the 7<sup>th</sup> absence.**

If a student fails as a result of multiple absences (25% of class or greater) and all absences fall under the category of “**Excused Absences** as defined by the TAMU Student Rule #7, he/she will be allowed to receive a grade of **Incomplete (I)** in that class. Original, written documentation will be required for all absences to receive a grade of Incomplete (I). **The student who receives an incomplete for this reason will be required to repeat the entire class within the time period stipulated in the Texas A&M University Student Rules for completion of an Incomplete. A student that has less than 25% absences (6 or fewer) and all are considered excused absences as defined by University Rule #7 will be allowed to stay in class and make up all worked missed.**

I will take attendance for each regular class meeting. If you attend all the class meetings, you will **be rewarded two bonus points at the end of the semester** grade. Absences without notification will result in a deduction of 1% of the final grade for the course. Therefore, **if you have an 88 (a grade of a B)** in the class and your attendance is 3 or less absences, your final grade will be a 90 (a grade of an A)

Additional documentation should substantiate the reason for an excused absence is needed. The student should provide this information within one week of the last date of the absence. (section 7.3). In the case where a student has potentially provided falsified documentation, the instructor should utilize the Aggie Honor System. <http://www.tamu.edu/aggiehonor/index.html>

See section 7.1.6.1, 7.1.6.2, 7.1.6.3, and 7.3 of <http://www.tamu.edu/aggiehonor/index.html>.

**Classroom Participation:** Classroom participation is expected and measured in two ways:

1. I may call upon a few students in the class to verbally summarize the reading assignment for the day. When the student is called upon, the student should summarize the reading and share what he or she thinks are the most interesting points learned from the reading material and what questions he or she would like to be addressed in the class. I will record in my notes whether or not the students have read the materials and thought about it before the class.
2. I will take notes of how often you contribute to the classroom discussions and actively asking questions.

**Late Assignments:** Late assignments will only be accepted ONE class period AFTER the original due date. A late assignment is any assignment that is turned in AFTER class is dismissed. A “computer problem” is NOT an acceptable excuse for a late assignment. Ten percent will be deducted for each day late on ALL late assignments. **Late papers should be given to the instructor in hard copy.** There are NO extra credit assignments during or after the course. Emailed copies are not accepted.

**Course Evaluation:** Each class member is expected to accomplish assignments by date due.

**Quizzes** (25 points)

Quiz One	10 points
Quiz Two	15 points

**Individual Work** (40 points)

Resume	3 points	Format to be reviewed
Job Network Page	2 points	
Research Paper	25 points	Journal research
Strategic Mgmt. Report	5 points	(5/semester w/ 1point/evaluation)
HRD Portfolio	5 points	

**Group Project** (35 points)

<b>Group Presentation</b>	10 points	Details Group Project/Presentation
<b>Of Group Project</b>	20 points	
<b>All evaluations</b>	5 points	(Individual, group, class evaluating)

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**100 points total**

**Grading:**

Letter Grade	Numerical Score
A	90-102
B	80- 89
C	70- 79
D	60- 69
F	59 - 0

**General statement:** I reserve the right to make changes to the syllabus during the semester, if needed for instructional purposes. I reserve the right to curve the class grades, if needed. For example, an 85 or some other point total, may be the cut-off for an “A”. The curve will be established at the very end of the semester after I have all the information.

**Class Structure:** Class sessions may include lectures, discussion groups, guest speakers, case studies, role plays, article reviews, presentation of projects, networking opportunities, resume building, research writing, and strategic management reviews for evaluation/assessments, and/or audio-visual materials. During class we will strive to clarify, supplement, and analyze materials for application in the workplace. We will learn much more from each other’s opinions, knowledge and experience, and you are all encouraged to contribute in class. **You are responsible for assigned readings and all materials presented in the class for the assigned date.** You are also responsible for all information disseminated in class (including speaker data, for profit and nonprofit information, tests, text outlines, lecture notes, and resource handouts. ) and all course requirements, including honoring of assignment deadlines. **Please turn off cell phones during class time. Sounds of handhelds and laptops should be turned off as well. Use of laptops and PDAs should be for class use only as a courtesy to all. Enter classroom at front door near stairs. Exit classroom at side hall door, please. This helps the flow of sections between 3:35 p.m. and 3:55 p.m. Thank you.**

**Incompletes:** I expect all to finish assignments in a timely fashion. However, I do realize that extreme circumstances require students occasionally take an incomplete. If you cannot meet the class requirements by the end of the semester, you should contact me as soon as possible. Texas A&M University policy requires that grades submitted as incomplete (I) be converted to a letter grade no later than the end of the semester following the semester in which the course was taken. If the coursework has not been completed and, therefore, a grade change is not submitted, the “I” automatically converts to an “F”. My policy is that I will not consider converting an “F” to another letter grade if the coursework to complete the class was not turned in by the last class day of my class in the semester following the semester in which the course was taken.

**Advising and Office Hours:** My goal is to be available as much as possible to meet your needs during the semester. There are three basic ways you can reach me: email, phone, and in person. **Email:** This is the best way to contact me. I check email frequently and, unless I am out of town, I will usually respond to your e-mail within 24 hours. **In Person:** Although I will try to make myself available to you if you ‘drop by’, please do not expect a substantive conversation; I may have other commitments. I am available for appointments; however, and will be happy to meet with you in person. **Phone:** If you are just trying to contact me, the phone is perhaps the least reliable mechanism since I may not check my voice mail everyday! However, I do try to check voice mail several times each week. I am happy to do advising by phone and will make appointments to do so.

**Americans with Disabilities Act (ADA) Policy Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at <http://disability.tamu.edu>.

**Copyright Policy:** All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

**Sexual Harassment:** Texas A&M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available and Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources.

**Inclusive Language:** It is important in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups. Gender inclusiveness means that usages such as “he” and “man” as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one’s habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. “workers... they”, rather than “worker...he”), some combination of pronouns (e.g. (s) he, s/he, he/she or alternative words (e.g. “people” rather than “mankind). Cultural inclusiveness means that classroom discussion (and written materials) will not assume that everyone is from the same cultural group. Respect for the diversity of the class and the multicultural world in which organization operate will be expected.

**Plagiarism Policy:** As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, <http://student-rules.tamu.edu/> under the section "Scholastic Dishonesty."

**Scholastic Misconduct:** Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty or misconduct. Scholastic misconduct is broadly defined by this university as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct." Scholastic dishonesty includes, but is not necessarily limited to cheating, plagiarizing, interfering, and depriving as explained below. Any student who engages in scholastic misconduct will be subject to University disciplinary action. Please review the Student Rules at <http://student-rules.tamu.edu> for more information regarding these policies.

Cheating on assignments or examinations

Plagiarizing, which means misrepresenting someone else's work as your own, or submitting the same paper or substantially similar papers to meet the requirements of more than one course without the approval of all involved instructors

Interfering with another student's work

Depriving another student of necessary course materials

### **Academic Integrity Statements**

AGGIE HONOR CODE: "An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: <http://www.tamu.edu/aggiehonor>

**Student Grade Disputes:** Texas A&M University has a procedure in place for students to appeal a grade. You will find the information on the following webpage: <http://student-rules.tamu.edu/rule48.htm>.

In our department, to appeal a grade:

1. Meet with the professor for mutual agreement of the grade you have earned.
2. Student collects the documents to appeal.
3. Initiate the appeal within 180 days of the last day of the semester in which the grade was earned.
4. Appeals need documentation as: copies of assignments, attendance record, copies of excused absences, and other data that supports the student's appeal.

**Guidelines for Written Assignments:** Written assignments should follow the APA 5<sup>th</sup> Edition requirements from the APA textbook. Other resources are available. Consult your APA textbook for final authority. Further guidelines are in a handout for written assignments and as a minimum. For additional assistance, please contact the Writing Center 214 Evans Library -or consult the Writing Center website at <http://uwc.tamu.edu/>. Additional APA information is available at 533 Blocker Building for teaching/writing

excellence. Remember these are resources; and, your final authority before assignment due date is the 5<sup>th</sup> edition of APA textbook.

Date	Assignments Due Dates	Weeks	Topics, Learning Objectives, and Reinforcement Tools
Jan 16	Buy textbks		Introductions, orientation, syllabus, photos, name badges
18	Sign on Web CTV		Introductions, orientation, syllabus, photos, name badges, signature page, Job/interview network page, resume format
23	Resume Syllabus Pg Job Info Pg		1.Syllabus, Name badges, Photos, Internship/Job Networking, Resume instruction/format, Orientation packet, group topic & formation, and introduction to Chapter 1.
25	Read Ch 1		2. Ch 1. Introduce HR models/theories, Research Paper Journal Sources & Retrieval. VARK Psychological testing
30	Read Ch 2		3. Ch 2.Introduce Influences on Employee behavior Internship/Job networking exercise. VARK reviewed
Feb 01	Read Ch 3		4. Ch 3 “Learning and HRD. Strategic Management Evaluation Report format. Project Presentation format and criterion. Groups.
06	Mgmt Rpt 1 Read Ch 4		5. Ch 4 “Assessing HRD needs. Personality Psychological testing
08	Group 1 Presents		6. Ch 4 “ “ Personality Psychological testing reviewed.
13	Read Ch 5 Group 2 Presents Grp 1 Eval		7. Ch 5 “Designing effective HRD Programs Research Paper methodology
15	Grp 2 Eval		8. Ch 5 “ “. Quiz 1 format Research Paper referencing, APA. Groups
20	Q 1		9. Ch 6 “ Implementing HRD Programs Q1 ch 1-5
22	Mgmt Rpt 2 Read Ch 6 Group 3 Presents		10.Ch 6 “ “. Quiz 1 discussion
27	Read Ch 7 Group 4 Presents Grp 3 Eval		11.Ch7 “ Evaluating HRD programs Role Play Exercise
Mar 01	Grp 4 Eval		12.Ch 7 “ “ Role Play Discussion. Groups.
06	Read Ch 8 Group 5 Presents		13.Ch 8 “ Employee Socialization and Orientation Project presentation
08	Grp 5 Eval		14. Resource/Research Articles for research paper and groups.
13-			15. Spring Break

15		
20	Read Ch 9 Grp 6 Presents	17.Ch 9 “ Skills and Technical Training Speaker: T&D
22	Mgmt Rpt 3 Grp 6 Eval	18.Ch 9 “ “ Grps and Research Papers.
27	Read Ch 10 Group 7 Presents	19.Ch 10 “Coaching and Performance Mgmt. Coaching video
29	Read Ch 11 Grp 7 Eval	20.Ch 10 “ “ Quiz 2 format Coaching video review
Apr 03	Q 2	21.Ch 11 “Employee Counseling and Wellness Services Q2 Ch 1-10 emphasis 6-10
05	Read Ch 12 Group 8 Presents	22.Ch 12 “Career Management and Development. Quiz 2 discussion.
10	Mgmt Rpt 4 Group 9 Presents Grp 8 Eval	23.Ch 13 “Management Development Mgmt CEO Self Testing
12	Read Ch 13 Grp 9 Eval	24.Ch 13 “ “ INGO vs. NGO. Research papers.
17	Read Ch 14	25.Ch 14 “Organizational Development and Change Agents Speaker and video on Change and Change agents
19	Read Ch 15 Group 10 Presents	26.Ch 14 “ “ Research Paper Discussion. E.
24	Research Paper Grp 10 Eval	27.Ch 15 “HRD and Diversity Training TAMU Diversity Training on line Research Papers due
26	Mgmt Rpt 5	28. Strategic Management/Employment Review. Criterion Established. Evaluations
May 01	HRD Portfolio	29. Conference/Assessments

**Group Project/Presentation:**

Groups	Topics	Chapters
1	Criteria to consider in Influences on Employment behavior and Learning	2,3
2	Methodologies for Assessing HRD needs in the workplace	4
3	Designing effective HRD programs in the workplace	5
4	Strategies for Implementing HRD programs in the workplace	6
5	Tools for Evaluating HRD programs in the workplace	7
6	Effective Orientation and socialization programs	8
7	Skill and Technical Performance management Evaluation and Review	9
8	Coaching Management Programs	10
9	Developing Career Plans and packages	12,13
10	Being a Change Agent in Organizational development	1

Debra Howard, EHRD 303/ 2007

I have received and read the syllabus with web addresses noted and understand the responsibilities of these materials.

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Name (Please print)

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(Date)

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Signature

## Syllabus Handouts

### What I expect of you...

To be punctual and attend class as if each day was a day in the workforce. Be prepared for class by reading the assignments, listening to current news, and reflecting upon the impact of relevant challenges to employees and organizations. I also expect you to have questions at the beginning of class, participate in discussions and reinforcement exercises. I expect you to offer synergy to the group work, quality to the individual work, and learning to be a part of the system or classroom. I expect that if you need other assistance, you contact me for clarification or help. You may also choose to meet with the instructor as a group if in reference to the group work. In the classroom I expect each of you to be building professional attitudes and behaviors that is reflected in word, action, body behavior, and written work. I believe that one voice should be speaking whether instructor or whether a person presenting or participating. Talking while the designated person is talking is disrespectful and unprofessional. A roster for attendance purposes will circulate. Please be sure to sign the roster so that you can receive the two extra bonus points at the end of your grade upon perfect attendance. If you are absent or tardy, please contact someone over any missed announcements or materials. You may check the back table and neo for any instructions or information that may be disseminated as such. I follow the TAMU student rules. Arrangements for leaving class early are to be made in advance of the class. . I welcome your input as I am learning too. Any comments as to the course material, delivery, content, fit in your field I appreciate.

### Course Calendar by topics/objective/competencies

Week	Topic	Learning Outcome and Competencies
1	Resources of the course	<b>Understand the content, format, delivery, method, resources, assignments, behavior and attitudes needed, course KSA that can be learned and are to be applied, the criteria for grades and point values to assignments, and how to contact and meet with the instructor. An understanding of the resourced web sites for student rights and responsibilities in the student rules is to be noted for review and recall as needed. Forms necessary for such documentation are provided as handouts to the syllabus. Choose to take responsibility for participation and involvement in the course by signing off on the signature page of the syllabus.</b>
2	Introduction to HRD-HRM And Theorists And Models	<b>Learn the evolution of HRD beginning with the history, terms, abbreviations, roles, functions-responsibilities, expectations or criteria for success – or organizational efficacy. This will be accomplished by assignments, readings, class participation, reinforcement exercises by groups, theorist definitions of HRD, review of several organizational charts (view communication, management, and leadership hierarchy) and a case study. Introduce an organizational model, system model, performance evaluation (individual evaluation), group model for team assessments, and a management model for strategizing implementation of the introduced model of ADImE-ADDIE-Swanson &amp; Holton Basic HRD Model.. . intervention tools for HRD</b>
3	Influences on Employee Behavior	<b>Comprehend the internal and external forces that affect employees and effect organizations by role plays, reinforcement exercise, and class participation of readings, applying negative reinforcement, positive</b>

		<p>reinforcement, and providing a clear path of success in course by examining the criteria of assignments. Defining and explaining of terminology will continue pedagogy, andragogy, and learning). Introduce with self examination the VARK for learning analysis. Introduce Mission, Goals, Vision, and Objectives through the use of Fortune 500 webs. Identify personal characteristics that affect trainee learning.</p>
4	Learning & HRD	<p>Discuss learning styles with group exercise as a role play and discussion following the exercise. Identify the characteristics of professional behavior, exemplifying such behavior and attitudes in the classroom by body language, verbal skills, identifying strengths of specific individuals, respect for the person(s) with permission to facilitate learning, and encouraging group presentations and discussion by class participation and evaluation means. Dividing in groups for learning team building, synergy, strengths of individuals will be applied with the group syllabus assignment. Conduct academic research with peer-edited journals and APA 5<sup>th</sup> edition referencing for the Research Paper assignment. Define, identify, and use the terms of motivation, learning, KSAOs in class activity, participation, and quiz1.</p>
5	Assessing HRD needs	<p>Define HRD Needs Assessment. Discuss the importance of prioritizing HRD needs assessed within an organization, or employee T&amp;D by case study and consulting program task analysis.</p>
6	Designing Effective HRD Programs	<p>List the 6 activities in designing an HRD program, relating to business audits (or task analyses). Identify and utilize the 3 elements of an effective performance objective. Identify the 3 elements in each objective in meeting organization mission, vision, goal, and objectives. List and learn to write training objectives for multi fields. Advise by class/group participation the training preparation concerning marketing, scheduling, selection of trainees, enrollment, and evaluation of an HR</p>
7	Implementing HRD Programs	<p>Design and develop a T&amp;D program within your group and with the assigned textbook chapter materials. Understand how to implement HRD programs after reading Chapter 6 and be able to discuss the advantages and disadvantages of multiple approaches.</p>
8	Evaluating HRD programs	<p>Define evaluation, assessment, success, efficacy of an HRD program for an organization. Define factors for evaluating HRD programs.</p>
9	Employee Socialization and Orientation	<p>Synthesize handouts, policies, expectations, criterion for performance success, resources for research-writing-presenting, by reading the handouts, class notes, group exercises, to identify elements in T&amp;D, OD, and CD of HRD under HRM. Define employee orientation, socialization, knowing the HRD approaches to socialization by explaining, contrasting, and comparing multi HRD programs. Identify the characteristics for an effective orientation program.</p>
10	Skills and Technical Training	<p>Learn the skills needed for facilitating training to workplace employees from reading, discussing, and applying the chapter.</p>
11	Coaching and Performance Management	<p>Discuss the characteristic skills for coaching management by readings. Learn the steps involved in counseling or coaching to improve performances. Explain the need for counseling/coaching and how</p>

		<b>programs in organizations can be more effective for the organization, individual, and job performance criteria – production &amp; profits .Identify successful job performances from cases. Learn to talk the talk of HRD.</b>
12	Employee Counseling and Wellness Services	<b>Identify the federal services available for employees and organizations. Understand their importance for employee development and organization efficiencies. Learn the confidentialities involved from policies.</b>
13	Career Management and Development	<b>Understanding and application of individual and group assessment concerning career management from readings and the projects. Identify the outcomes from positive management from readings and group work. Define management development and organizational goals. Define and discuss some career management practices. Describe the development of a manager in an organization through education, training, on-the-job experiences, with application of knowledge from the readings. Assess individual career goals, visions, objectives, and goal for meeting successful outcomes and the tools learned to apply in the course for career placement and/or internship.</b>
14	Organizational Development and Change Agents	<b>Identifying the characteristics of a change agent in changing times or learning organizations. Become a change agent in group work in ADImE of a T&amp;D to the class by groups. Write a research paper for possible submission from the writer as a change agent affecting/effecting an HRD challenge.</b>
15	<b>HRD and Diversity Training</b>	<b>Discuss how diversity issues impact organizations. Learn the policies governing HRD diversity in the workplace through the readings. Identify and explain organization development, change, TQM, change manager-agent, team building, capacity building, job enlargement, alternative work schedules, organizational development, and performance work systems. Define and explain the functions and processes and advantages/disadvantages of survey feedback, benchmarking, and growing learning organizations.</b>

**Available Resources for written assignments.**

APA Resources	Locations	Webs
Bill Ashworth EAHR Administrative Assistant	5 <sup>th</sup> floor of HT. EAHR	<a href="mailto:abadger@tamu.edu">abadger@tamu.edu</a>
Writing Ctr.	214 Evans	Uwc.tamu.edu
Teaching/Writing Excellence Ctr.	533 Blocker	<a href="mailto:cte@tamu.edu">cte@tamu.edu</a>
Software Ctr.	Teague Bldg.	Software.tamu.edu
American Psychology Association (APA) 5 <sup>th</sup> edition.	Bookstores & online	Search APA 5 <sup>th</sup> Ed. textbook

**All written work, is generally graded based upon the following criteria in the table and explanations listed below the table.**

#	Criteria	Details	%
1	Paper organization	Flow of paper, organization of ideas, Audience defined, purpose of the paper	30
2	Content of Paper	Content understanding, researched-based Ideas and thoughts (peer-edited journals and textbook), Clear citation in APA 4 <sup>th</sup> or 5 <sup>th</sup> edition format	40
3	Grammar & Spelling format	Proper grammar usage, spelling checked, Proof read paper for understanding, 12 point font, Double spaced, left justified hard-copy papers, stapled in the upper left. Heading for page numbers at the bottom right, Heading at the top of the page states course number, Section #, assignment description and your name.	10
4	Presentation of Paper	Creativity in process; care to detail in presentation Always keep an extra copy of your written work	20

**Basics for written assignment considerations:**

Have a clear and concise thesis statement very near the beginning of your paper. Thesis statements in the social sciences are somewhat different that when you might have experienced in the humanities. While in the humanities the general preference is to make the thesis statement blend seamlessly with the introduction, the general preference in the social sciences is to make the thesis statement stand out very clearly in articulating the purpose of the paper. In many cases, thesis statements begin with phrases such as, “The purpose of this paper is” or “In this paper, I will”.

If a sentence requires more than four lines, it is probably too long. Break it up into two or more sentences.

If a paragraph takes up more than one computer screen or more than half of a double-spaced page, it is probably too long. Break it down into two or more paragraphs. I suggest that you try to have a minimum of three sentences per paragraph.

**Proofread** before you turn in any materials. If you find a typing error, at least make the correction with a pen or pencil. If errors become distracting, your grade will suffer.

Follow basic **grammar** guidelines. For example, be sure that your sentences have subject-verb and tense agreement and that you are using punctuation appropriately. Do not trust blindly the spell and grammar checkers on your work processor; they are often incorrect!

Make effective use of **structuring techniques for your paper**. Academic papers should be written in a professional, formal manner. (Note: This does not mean that you cannot use “I” in your papers. See the **APA** manual for guidelines on when and how to use “I” in your writing.) Every paper should have a beginning, middle, and an end. Help the reader understand the structure of your paper by including appropriate headings (e.g., Literature Review, Conclusion).

The **introduction** informs the reader where you are going by introducing the main points. It is the “roadmap” for the rest of the paper and should include the thesis statement. An outline is helpful for clarifying your ideas in a written paper.

The **body** of the paper often contains separate sections for each of the main points. In these sections, each of the points is explained in detail and, in particularly long papers, separate headings are even used for each point.

The **conclusion or summary** of the paper should summarize how the points you developed in the body of the paper support the main points you described in the introduction. Just as its name suggests, the summary “sums up” your paper by tying it all together.

	<b>Areas for Review for Written papers:</b>
<b>1</b>	Do not use etc., contractions
<b>2</b>	Know the difference in “think” and “feel”
<b>3</b>	Do not use “it” “they” “that” at the beginning of the sentence
<b>4</b>	Dangling prepositions are not to be left at the end of a sentence.
<b>5</b>	Use Grammar check, Spell check and then Proofread paper.
<b>6</b>	APA format, publication format is utilized as stated in the syllabus.
<b>7</b>	Use of commas (breathing areas in reading a paper audibly)
<b>8</b>	No fragments please
<b>9</b>	Use of headers and footers for page numbers and information is a computer tool
<b>10</b>	Research Journal: good selection of HRD articles are at textbook chapter endings.
<b>11</b>	An apostrophe in a paper shows ownership.
<b>12</b>	Newspapers are not peer-edited or academic journals.
<b>13</b>	Know the difference in use of They’re, there, and their.

**Web sites for further submission/career:**

MSC L.T. Jordan Institute for International Awareness Fellows Program Proposal  
845-870. [ji-fellows@msc.tamu.edu](mailto:ji-fellows@msc.tamu.edu)

Undergrad research opportunities. <http://ugr.tamu.edu/scholars/>. 458-0039

Reciprocal exchange Program  
<http://studyabroad.tamu.edu/application.asp> through the Study Abroad Program

Phi Beta Delta. <http://www.phibetadelta.org> for the call for papers submission

<http://jstor.org/journals/aera.html>

<http://aera.net/> call for proposals June 1-Aug 1

<http://www.sagepub.com/journals>

<http://scholar.google.com/scholar> articles for criteria/examples

**List of Academic Research Journals and Periodicals for Paper 2, Paper 3, Team written paper, and Group project written paper. (Professor prior approval is needed if resource other than the current list.)**

Educational Technology Research and Development Journal  
Human Resource Development Quarterly  
Human Resource Development International Journal  
Journal of Educational Psychology  
Journal of Instructional Development  
Organizational Dynamics  
Performance Improvement Quarterly  
Training and Development  
Training Magazine  
Academy of Management Journal  
Academy of Management Learning and Education  
Academy of Management Review  
Administration Science Quarterly  
HRD Quarterly  
HRM  
HR Planning  
Psychological Bulletin  
Personnel Psychology  
Management Learning  
Journal of Organizational Behavior  
Journal of Organizational Behavior and Human Decision Process  
Group Dynamics  
Journal of Applied Psychology  
Journal of Management  
Journal of Management Development  
Journal of Management Education  
Journal of Occupational and Organizational Psychology

**Practitioner Publications:**

Business Week	Organizational Dynamics
The Executive	Training
Forbes	T&D
Fortune	Workforce
Harvard Business Review	Working Women
HR magazines	NY Times
	Wall Street Journal

**Web links:**

[www.astd.org](http://www.astd.org)  
[www.trainingmag.com/training/index.jsp](http://www.trainingmag.com/training/index.jsp)  
[www.xavier.edu/hrd/related\\_sites.cfm](http://www.xavier.edu/hrd/related_sites.cfm)  
[www.nwlink.com/~donclark/hrd.html](http://www.nwlink.com/~donclark/hrd.html)  
[www.werner.swlearning.com](http://www.werner.swlearning.com)