

## **EHRD 601: FOUNDATIONS OF HRD**

*The Aggie Code of Honor: "Aggies do not lie, cheat, or steal, [n]or tolerate those who do."*

### **Instructor Information:**

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### **Course Description and Purpose:**

HRD is of a multidisciplinary nature, drawing on multiple disciplines in the social sciences for its theoretical foundations, research, and methods and techniques of practice. This course reviews the foundations (theoretical and practical) of HRD and considers these foundations from both a philosophical and historical perspective.

It is the purpose of this course to enable participants: to gain a scholarly understanding of and familiarity with foundational HRD theory; to develop an understanding of HRD as an applied discipline; and, to begin to develop a depth of scholarship in the theory and practice of HRD.

### **Course Objectives:**

1. Understand the foundational knowledge base of HRD in terms of foundational theory
2. Understand and be able to describe HRD as an applied discipline and understand the domains of expertise (training & development, organizational development and career development).
3. Be able to demonstrate the ability to apply foundational HRD theory to an applied HRD problem.
4. Be familiar with some of the influential scholars in HRD and the essences of their scholarly contributions to the foundations of HRD.
5. Be able to provide an informed, focused, and integrative definition of HRD.
6. Be able to demonstrate an understanding of past, current, and future foundational issues critical to HRD theory, research, and practice.

### **Prerequisite:**

Graduate classification (G7).

### **Required Texts:**

- Werner, J.M. & DeSimone, R.L. (2006). *Human resource development (4<sup>th</sup> edition)*. Mason, Ohio: Thompson-Southwestern.
- Gilley, J.W., Egglund, S.A. & Gilley, A.M. (2002). Principles of human resource development. *Cambridge, MA: Perseus Publishing*.
- Swanson, R.A. & Holton, E.F. III (2001). Foundations of human resource development. San Francisco: Berrett-Koehler.

APA publication manual (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Other readings as indicated and suggested.

### **Recommended Journal Articles:**

- Egan, T. M. (2001). Organization development: An examination of definitions and dependent variables. In O. A. Aliaga (Ed.), *Academy of Human Resource Development 2001 Conference Proceedings* (pp. 380-387). Baton Rouge, LA: AHRD.
- Lynham, S. A., Chermack, T. J., & Noggle, M. A. (2004). Organization development theory from a human resource development perspective. *Human Resource Development Review*
- Ruona, W. E. A. (2002). What's in a name? Human resource development and its core. In T. M. Egan & S. A. Lynham (Eds.), *Academy of Human Resource Development 2002 Conference Proceedings* (pp. 9-16). Bowling Green, OH: AHRD.
- Ruona, W. E. A., & Roth, G. (Eds.). (2000). Philosophical foundations of human resource development practice. *Advances in Developing Human Resources, 7*. San Francisco: AHRD and Berrett-Koehler.
- Ruona, W. E. A. (2001). Who does HRD serve? The real debate. In O. Aliaga (Ed.), *Academy of Human Resource Development 2001 Conference Proceedings* (pp. 340-347). Baton Rouge: AHRD.
- Ruona, W. E. A. (1999). Theory in "theory to practice": Voices of practitioners. In K. P. Kuchinke (Ed.), *Academy of Human Resource Development 1999 Conference Proceedings* (pp. 888-896). Baton Rouge, LA: AHRD.
- Ruona, W.E., & Lynham, S.A. (2004). Towards a philosophical framework for thought and practice in HRD. *Human Resource Development International, 7(2)*, 151-164.
- Ruona, W. E. A., & Roth, G. (Eds.). (2000). Philosophical foundations of human resource development practice. *Advances in Developing Human Resources, 7*. San Francisco: AHRD and Berrett-Koehler.
- Swanson, R. A. (1995). Human resource development: Performance is the key. *Human Resource Development Quarterly, 6(2)*, 207-213.
- Upton, M., Egan, T.M., & Lynham, S.A. (2003). Career development: Definitions, theories, and dependent variables. In S.A. Lynham & T.M. Egan (Eds.), ***Academy of Human Resource Development 2003 Conference Proceedings*** (pp. 728-735). Bowling Green, OH: AHRD.
- Weinberger, L. A. (1998). Commonly held theories of human resource development. *Human Resource Development International, 1(1)*, 75-93.

### **Recommended Texts:**

Lynham, S. A.(Ed.). (2002). Theory building in applied disciplines. *Advances in Developing Human Resources*, 4(3). Thousand Oaks, CA: Sage.

Russ-Eft, D., Preskill, H., & Sleezer, C. (1997). *Human resource development review: Research and implications*. Thousand Oaks, CA: Sage.

Swanson, R. A., & Holton, E. F. III. (Eds.). (1997). *Human resource development research handbook: Linking research and practice*. San Francisco: Berrett-Koehler.

Swanson, R. A., & Holton, E. F. III. (2001). *Foundations of human resource development*. San Francisco: Berrett-Koehler.

**Note: All assignments must be posted to the appropriate folder of the course using the filename configuration noted.**

**Grading and Assignments:**

The grading scale for this course will be:

Grading Scale	Grade range	
A	100-90	
B	89-80	
C	79-70	
D	69-60	Required to retake course
F	59-0	

All written assignments must be in accordance with APA (5<sup>th</sup> ed.) requirements, have a minimum requirement of 12 font, type-written, left justified, using indented paragraphs and submitted in MSWord. All assignments should be completed in MSWord and posted in a timely manner to the corresponding assignment file on WebCT Vista.

**Incompletes and Late Assignments:**

A grade of I (incomplete) will not be assigned except in the case of a documented emergency. Late assignments will result in a zero grade. Extra work to raise a grade is not permitted by University policy.

**Scholastic Misconduct:**

Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work." Students who participate in any of these activities will receive an F in this course, turned in to the Aggie Honor Code Office and will be subject to University disciplinary action.

## **Faculty Senate Statement on Plagiarism (this statement is required on all COEHD syllabi)**

The handouts used in this course are copyrighted. By “handouts” we mean all materials generated for this class, which 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 expressly granted permission to do so. As commonly defined, plagiarism consists of passing off as one’s own 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*, under the section “Scholastic Dishonesty.”

We have, unfortunately, encountered acts of plagiarism in some of our courses. We take plagiarism very seriously. Any student caught plagiarizing will receive an automatic “F” in this class and be subject to disciplinary action by the University.

### **Recommended Additional Readings and References for Course:**

- Barrie, J., & Pace, R. W. (1998). Learning for organizational effectiveness: Philosophy of education and human resource development. *Human Resource Development Quarterly*, 9(1), 39-54.
- Bassi, L.J., & Van Buren, M.E. (1999, January Supplement). The 1999 ASTD state of the industry report. *Training and Development*, 53(1), 1-27.
- Chermack, T. J., & Lynham, S. A. (2002). Scenario planning: An examination of definitions and dependent variables. In T. M. Egan & S. A. Lynham (Eds.), ***Academy of Human Resource Development 2002 Conference Proceedings*** (pp. 592-599). Bowling Green, OH: AHRD.
- Chermack, T.J., & Lynham, S.A. (2002). Assessing Institutional Sources of Scholarly Productivity in Human Resource Development from 1995-2000. *Human Resource Development Quarterly*, 13(3), 341-345.
- Chermack, T.J., & Lynham, S.A. (2003). Scenario planning as a critical science research tool. In S.A. Lynham & T.M. Egan (Eds.), ***Academy of Human Resource Development 2003 Conference Proceedings*** (pp. 540-547). Bowling Green, OH: AHRD.
- Chermack, T.J., Lynham, S.A., & Ruona, W.E.A. (in press). Future trends impacting HRD. In D.C. Short & J. W. Bing (Eds.), *Shaping the future of HRD. Advances in Developing Human Resources*. Thousand Oaks, CA: Sage.
- Church, A. H., Waclawski, J, & Siegal, W. (1996). Will the real OD practitioner please stand up? *Organization Development Journal*, 14(2), 5-14.
- Coomer, D. L., & Hultgren, F. H. (1989). Considering alternatives: An invitation to dialogue and question. In F. H. Hultgren & D. L. Coomer (Eds.), *Alternative Modes of Inquiry* (pp. Xv-xxiii). Menomonee, WI: Teacher Education Section – American Home Economics Association.
- Cummins, R.H. (2002). *The nuts and bolts of taxonomy and classification*. Retrieved from <http://jrscience.wcp.muohio.edu/lab/TaxonomyLab.html>

- Dare, D. (1996). Education and human resource development: A strategic collaboration. *Journal of Industrial Teacher Education*, 33(3), 91-95.
- Desimone, R. L., Werner, J. M., & Harris, D. M. (2002). *Human resource development* (3<sup>rd</sup> ed.). Fort Worth, TX: Harcourt College Publishers.
- Dooley, L. M. (2002). HRD literature: Where is it published? In T. M. Egan & S. A. Lynham (Eds.), ***Academy of Human Resource Development 2002 Conference Proceedings*** (pp. 696-702). Bowling Green, OH: AHRD.
- Dooley, L.M., & Lynham, S.A. (2003). Using phenomenology to come to know and understand in HRD. In S.A. Lynham & T.M. Egan (Eds.), ***Academy of Human Resource Development 2003 Conference Proceedings*** (pp. 225-232). Bowling Green, OH: AHRD.
- Dubin, R. (1976). Theory building in applied areas. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 17-39). Chicago: Rand McNally.
- Egan, T. M. (2001). Organization development: An examination of definitions and dependent variables. In O. A. Aliaga (Ed.), *Academy of Human Resource Development 2001 Conference Proceedings* (pp. 380-387). Baton Rouge, LA: AHRD.
- Evarts, T. M. (1998). Human resource development as a maturing field of study. *Human Resource Development Quarterly*, 9(4), 385-390.
- Frey, C., Schroeder, J., Wheeler, H., & Johnson, H. (1999). *The current state of OD practice: The Loyola study*, [Website]. The Center for Organization Development. Available: [www.luc.edu/depts/work/salsurv.html](http://www.luc.edu/depts/work/salsurv.html).
- Garavan, T. N., Gunnigle, P., & Morley, M. (2000). Contemporary HRD research: A triarchy of theoretical perspectives and their prescriptions for HRD. *Journal of European Industrial Training*, 24(1- 4), 65-93.
- Gilley, J. W., & Maycunich, A. (1999). *Organizational learning, performance, and change: An introduction to strategic human resource development*. Cambridge: Perseus.
- Gilley, J. W., Quatro, S. A., & Lynham, S. A. (2003). Strategic HRD and its transformation. In A. M. Gliely, J. L. Callahan, & L. Bierma (Eds.), *Critical Issues in Human Resource Development*. New York: Perseus.
- Gradous, B. D. (1989). Introduction: Preface to the monograph. In Deanne B. Gradous (Ed.), *Systems Theory Applied to Human Resource Development* (pp. 1-6). Alexandria, VA: ASTD.
- Grieves, J., & Redman, T. (1999). Living in the shadow of OD: HRD and the search for identity. *Human Resource Development International*, 2(2), 81-103.
- Hatcher, T. (2000). A study of the influence of the theoretical foundations of human resource development on research and practice. In K. Peter Kuchinke (Ed.), *Academy of Human Resource Development 2000 Conference Proceedings* (pp. 40-54). Baton Rouge: AHRD.
- Holton, E. F. (2002). Theoretical assumptions underlying the performance paradigm of human resource development. *Human Resource Development International*, 5(2), 199-215.
- Holton, E. F. (1999). Performance domains and their boundaries. In R. J. Torraco (Ed.), *Performance Improvement Theory and Practice* (pp. 26-46). *Advances in Developing Human Resources*, 1. San Francisco: Berrett-Koehler.
- Horwitz, F. M. (1999). The emergence of strategic training and development: The current state of play. *Journal of European Industrial Training*, 23/4/5, 180-190.
- Hultgren, F. H., & Coomer, D. L. (Eds.). (1989). *Alternative modes of inquiry in home economics research*. Peoria, IL: Glencoe.

- Kuchinke, K. P. (2000). Development towards what end? An analysis of the notion of development for the field of human resource development. In K. P. Kuchinke (Ed.), *Academy of Human Resource Development 2000 Conference Proceedings* (pp. 32-39). Baton Rouge: AHRD.
- Kuchinke, K. P. (1998). Moving beyond the dualism of performance versus learning: A response to Barrie and Pace. *Human Resource Development Quarterly*, 9(4), 377-384.
- Lee, M. (2001). A refusal to define HRD. *Human Resource Development International*, 4(3), 327-341.
- Lynham, S. A. (2000). Theory building in the human resource development profession. *Human Resource Development Quarterly*, 11(2), 159-178.
- Lynham, S. A., & Chermack, T. J. (2002). Definitions and outcome variables of scenario planning. *Human Resource Development Review*. 1(3), 366-383.
- Mankin, N. (2001). A Model for human resource development. *Human Resource Development International*, 4(1), 66-85.
- Marsick, V. (1990). Altering the paradigm for theory-building in human resource development. *Human Resource Development Quarterly*, 1(1), 5-4, 29-33.
- McCracken, M., & Wallace, M. (2000). Exploring strategic maturity in HRD: rhetoric, aspiration, or reality? *Journal of European Industrial Training*, 24/8, 425-467.
- McCracken, M., & Wallace, M. (1999). Towards a redefinition of strategic HRD. *Journal of European Industrial Training*, 24/5, 281-290.
- McGoldrick, J., Stewart, J., & Watson, S. (Eds.). (2002). *Understanding human resource development: A research-based approach*. London: Routledge.
- McGoldrick, J., Stewart, J., & Watson, S. (2001). Theorizing human resource development. *Human Resource Development International*, 4(3), 343-356.
- McLagan, P. (1989). Systems model 2000: Matching systems theory to future HRD issues. In D. B. Gradous (Ed.), *Systems Theory Applied to Human Resource Development: Theory-to-Practice Monograph* (pp. 61-82). Alexandria, VA: ASTD.
- Patterson, C. H. (1986). *Theories of counselling and psychotherapy* (4<sup>th</sup> ed.). San Francisco: Harper & Row.
- Pfeffer, J. (1995). *Competitive advantage through people: Unleashing the power of the work force*. Boston, MA: Harvard Business School.
- Ruona, W.E.A, Lynham, S.A., & Chermack, T.J. (in press). Searching for the future of human Resource development. In D.C. Short & J. W. Bing (Eds.), *Shaping the future of HRD. Advances in Developing Human Resources*. Thousand Oaks, CA: Sage.
- Ruona, W. E. A., & Swanson, R. A. (1998). Foundations of human resource development. In B. R. Stewart & H. C. Hall (Eds.), *Beyond Tradition: Preparing HRD Educators for Tomorrow's Workforce*. Columbia: University Council for Workforce and Human Resource Education.
- Russ-Eft, D., Preskill, H., & Sleezer, C. (1997). *Human resource development review: Research and implications*. Thousand Oaks, CA: Sage.
- Stewart, J., & McGoldrick, J. (Eds.). (1996). *Human Resource Development: Perspectives, strategies and practice*. London: Pitman.
- Swanson, R. A. (1997). HRD research: Don't go to work without it. In R. A. Swanson & Elwood. F. Holton III (Eds.), *Human Resource Development Research Handbook* (pp. 3-20). San Francisco: Berrett-Koehler.
- Swanson, R. A., Lynham, S. A., Ruona, W. E., & Toracco, R. J. (2000). Theory building research in HRD: Pushing the envelope. In P. Kuchinke (Ed.), ***Academy of Human***

**Resource Development 2000 Conference Proceedings** (17-1). Baton Rouge, LA: AHRD.

Van de Ven, A. H. (1989). Nothing is quite so practical as good theory. *The Academy of Management Review*, 14(4), 486-489.

Walton, J. S. (2002). How shall a thing be called? A debate on the efficacy of the term HRD. In T. M. Egan & S. A. Lynham (Eds.), **Academy of Human Resource Development 2002 Conference Proceedings** (pp. 1-8). Bowling Green, OH: AHRD.

Walton, J. (1999). *Strategic human resource development*. Essex: Prentice Hall.

Watkins, K., & Marsick, V. (1995). The case for learning. In Elwood.F. Holton (Ed.), *Academy of Human Resource Development 1995 Conference Proceedings* (pp. ), Austin: AHRD.

### **Course Assignments:**

#### ***Short Paper Assignments [10% of Course Grade]***

The purpose of this assignment is to give you practice in environmental scanning to identify, analyze, and communicate trends or issues of relevance to HRD. More detailed guidelines are available on the assignment page on WebCT. Each paper will be evaluated based on 100 points. **[Due September 23<sup>rd</sup>]**

#### ***Cases [40% of Course Grade]***

The Werner and DeSimone text has 15 cases, one for each of the 15 chapters in the textbook. You are to review and critique each one of these. Each will be graded on the basis of 100 points This will constitute 50 percent of your course grade. **[Five cases due September 30<sup>th</sup>, five cases due October 31<sup>st</sup> and five cases due November 30<sup>th</sup>].**

#### ***Metaphor Assignment [25% of Course Grade]***

This assignment is intended as an opportunity for each student to demonstrate/illustrate their perception and/or understanding of HRD based on their learning from this course. More detailed guidelines are available on the assignment page on WebCT. **[Due November 30<sup>th</sup>]**

#### ***Reflection Questions [25% of Course Grade]***

Read each chapter in the Swanson & Holton book, discuss three of the reflection questions highlighted at the end of each chapter, and provide an overview/summary of the key outcomes of these reflections. You should provide a two-page summary of each chapter. **[Chapters 1-5 are due September 26<sup>th</sup>; Chapters 6-11 are due October 31<sup>st</sup>; and Chapters 12-17 are due November 28<sup>th</sup>].**