

Career Development in Human Resource Development

EHRD 613 – Spring 2007

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION: This course is designed to provide the necessary foundation for developing expertise in the area of career development (CD). The content of the course will serve to expand the student's knowledge and prepare individuals for working within organizations. The focus will be on methods, techniques, and strategies to optimize human resources by combining personal and organizational factors for CD assessment, information, organizational culture, motivational styles and other process for influencing individual and organizational change.

OBJECTIVES:

By the conclusion of the course, participants will be able to:

1. Detail the theoretical foundations of CD.
2. Describe individual, group, and organizational aspects of CD.
3. Discuss the role of career development (CD) in HRD.
4. Define a personal/individual CD plan.
5. Detail the criteria used to evaluate organizational CD programs.
6. Describe CD tools and techniques that can be used in HRD education and practice.

REQUIRED TEXT:

Knowdell, R. L. (1996). *Building a career development program: Nine steps for effective implementation*. Palo Alto, CA: Davies-Black Publishing. (ISBN 0-89106-087-1).

Niles, S. G. & Harris-Bowlsbey, J. (2005). *Career development interventions in the 21st Century*, 2nd Edition. Upper Saddle River, NJ: Pearson Education, Inc. (ISBN 0-13-113781-6)

SUPPLEMENTAL READING:

Provided via WebCT Vista.

GRADING:

Individual Assignments	30 points (6 assignments, each worth 5 points)
Online Discussion Participation	28 points (7 discussions, each worth 4 points)
Group Assignment	20 points (groups selected the second week of class)
Final Assignment	20 points
Discretionary points	<u>2 points</u> (determined by instructor at end of semester)

TOTAL POINTS 100 points

COURSE GRADE:

90 - 100 Points	= A
80 - 89 Points	= B
70 - 79 Points	= C
60 - 69 Points	= D
< 60 Points	= F

WebCT

For this course we will be using WebCT Vista. To access WebCT Vista go to <http://elearning.tamu.edu> and logon with your NetID and password. The syllabus will always be posted along with the dates on the calendar. We will use the discussion board for all class communications and if you need to reach me, do so through WebCT's mail tool and not my Texas A&M account (if you send something to my A&M account, I may not receive it and you will STILL BE RESPONSIBLE for all class assignments). This will also help keep communication for this class in a central location. You will need to check WebCT frequently and I will be using this tool to communicate with the class at all times. There is an expectation page within the introduction part of WebCT. Read this so you will know what I expect from you and what you can expect from me.

COURSE OUTLINE AND EXPLANATION OF REQUIREMENTS

Week	Topic
1	Class Overview and Introductions
2 and 3	Module 1: CD theory and CD in HRD Assignment due by Friday, February 2 at 11:59 PM
4 and 5	Module 2: Individual CD Assignment due by Friday, February 16 at 11:59 PM
6 and 7	Module 3: Group CD Assignment due by Friday, March 2 at 11:59 PM
8 and 9	Module 4: Organizational CD (Spring Break is March 12-16 so this module will be open longer than all others) Assignment due by Friday, March 23 at 11:59 PM
10 and 11	Module 5: Evaluating organizational CD programs Assignment due by Friday, April 6 at 11:59 PM
12 and 13	Module 6: CD tools and techniques Discussion due by Friday, April 20 at 11:59 PM
14 and 15	Module 7: Assignment due by Friday, May 4 at 11:59 PM

Participation (Attendance): Students are expected to participate in class activities and are responsible for all material covered in the class. Discussions and assignments in this class are essential to success in this course. **It is your responsibility to see the instructor concerning lateness of activities (the sooner you notify me, the more willing I will be to work with you—do NOT wait until the last minute to contact me).** You can choose when you will submit an assignment throughout the week as long as it is in by the end of the day (11:59 PM) on Friday of that week, so late work should not be an issue. The technology not working at the last minute is not a University excuse. You will have an opportunity to use the discussion tool before you have an assigned grade due.

Discussions and Assignments

Each of the seven modules for this class will include a discussion topic/question. Each student is expected to post to each discussion thread in a meaningful way a minimum of two times (typically in the form of your original response to the question/prompt and then in response to posts by other students). All students are expected to read the entire discussion thread though and additional (and relevant) comments are welcome. In addition, an assignment will be due for each of the first six modules and all assignments are due by 11:59 PM on the final Friday of the module (due dates listed above). The final assignment will be due by 11:59 PM on Friday, May 4, 2007.

Final Assignment

This assignment will serve as your final for the class and I will send out instructions later in the semester. Since the final assignment is a culmination of all we will cover throughout the semester it is not something that students can start on at the beginning of the semester.

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, Services with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637. Due to emergency evacuation requirements within the department, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the main office, 511 Harrington Tower.

Sexual Harassment

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or

discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at <http://rules.tamu.edu/rules/300/340199ml.htm> for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

Faculty Senate Statement on Plagiarism and Aggie Code of Honor

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.” The handouts used in this course are copyrighted. By “handouts” I 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 I expressly grant permission. 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.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

**“An Aggie does not lie, cheat, or steal
nor tolerate those who do.”**

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at <http://student-rules.tamu.edu>. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (<http://www.tamu.edu/aggiehonor/>).

PREPARATION OF WRITTEN MATERIALS

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 do not 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 instructor to read. They must be double spaced and produced in Times New Roman or Arial 12-point font. All pages should be numbered. Use only left justification for your margin (i.e., each line will end at a different place). This practice adds considerably to reading time. Papers must meet these criteria in order to be graded.

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 student caught smoking in the halls will have their cigarettes confiscated.
Better: Any student caught smoking in the halls will have his or her cigarettes confiscated.
Best: All students 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., "Background," "Problem," "Conclusion," and so on.

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, but the opening paragraph or section need not be labeled. Because it is at the beginning, it is assumed to be the introduction.

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.

INCLUSIVE LANGUAGE

It is imperative in this class, as well as important in an educational 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 discussions and written materials will not assume that class members or all members of client or other organizations are white U.S. citizens. Respect for the diversity of the class and world in which schools and other organizations operate will be expected.

The instructor recognizes that both they and students may occasionally “slip” with regard to inclusive language; gentle and courteous reminders will help us all to continue to grow in this regard.

WEEK (Dates)	TOPIC	READINGS	ASSIGNMENT
1 (Jan. 16-19)	Class Overview and Introductions	<ul style="list-style-type: none"> • Chapter 1 from Niles and Harris-Bowlsbey • Chapter 1 from Feller and Whichard 	N/A
2 and 3 (Jan. 20-Feb. 2)	CD Theory and CD in HRD	<ul style="list-style-type: none"> • Chapters 2 and 3 from Niles and Harris-Bowlsbey • Egan, Upton & Lynham (2006) from HRDR Vol. 5, No. 4 	3 out of 5 questions related to the CD theories in the readings
4 and 5 (Feb. 3-16)	Diversity in CD, Assessment, and Individual CD	<ul style="list-style-type: none"> • Chapters 4 and 5 from Niles and Harris-Bowlsbey • Chapters 2, 4, 5, and 9 from Feller and Whichard 	Employment outlook review
6 and 7 (Feb. 17-Mar. 2)	Organizational CD		
8 and 9 (Mar. 3-23) – Spring Break (Mar. 12-16)	CD tools and techniques		
10 and 11 (Mar. 24-Apr. 6)	Evaluating organizational CD programs		
12 and 13 (Apr. 7-20)			
14 and 15 (Apr. 21-May 4)			