

EHRD 621: Communication in Human Resource Development

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

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Course Description and Purpose:

The focus in the integration of available perspectives regarding communication in the contexts of individual, interpersonal, group, organizational, and large systems in human resource development (HRD). Because very little literature focuses specifically on communication in the HRD contexts conceptual integration is a key element for this course.

Course Objectives:

Objectives and Purpose of the Course: This course is designed to:

1. Identify individual styles associated with communication.
2. Identify key theories relevant to HRD related communication.
3. Explore the importance of individual, interpersonal, group, organizational, and other related communication contexts.
4. Identify the skills needed perform as an HRD practitioner in today's workplace.
5. Explore the notion of competency within the context of HRD related communication.
6. Illustrate the elements of communication processes.
7. Identify the practical relevance of related research to practice in HRD.

Course Topics to be covered by students and instructor:

- Organizational communication
- Interpersonal network and networking
- Communication in groups and teams
- Managing workplace communication and diversity
- Interviews and interviewing
- Organizational Communication theory and practice
- Leadership
- Business presentations
- Facilitation and
- Managing technology.

Prerequisite:

Graduate classification (G7).

Required Texts:

Verderber, R.F. & Verderber, K.S. Werner, J.M. & DeSimone, R.L. (2005). *Communicate!* (11th edition). Belmont, CA: Wadsworth.

Recommended Supplement:

Publication manual of the American Psychological Association (5th ed.), (2001). Washington DC: American Psychological Association. (APA style manual)

Active Learning Approach

In the active learning approach, students play a dynamic role in learning by exploring issues and ideas under the guidance of the instructor. Students will be encouraged to broaden their approaches to thinking and asking questions, searching for answers, and interpreting observations. Knowledge is more important than 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.

Learning Teams

Some of the activities in this class will take place in action learning teams. The activities are designed with the idea that you can help each other learn more effectively. You will be assigned to a learning team and you must participate to get credit for these assignments. Learning team members are expected to participate equitably and it is up to each learning team to ensure that all its members participate in the activities and understand the material. Under extreme circumstances, learning teams may decide to ask a member to resign from the team. In such an event, the team member concerned will forfeit at least one letter grade and be required to make up additional work on an individual basis as required by the instructors.

Advising Policies

My goal is to be available to meet student needs as much as possible. As I am not always in the office, it is important that you know various ways to reach me:

I will try very hard to make myself available whenever students need my assistance. Students who try to see me by “dropping in” may be disappointed as I may be out, on the phone, or in a meeting. **If you would like to meet, please e-mail or call ahead.**

If it is determined that on-line office hours are needed, I will be glad to accommodate, just let me know.

Philosophy of Teaching/Expectations of Class Participants

I believe it will be helpful to you to know where I am “coming from” before we start the class.

My teaching philosophy is built on the following principles and beliefs:

1. Students should have maximum responsibility and involvement in their learning process.
2. Fairness to the student cannot be compromised.
3. Expectations of students should be set high enough to maximize their potential.
4. Assignments should be made as meaningful as possible, avoiding all "busywork."
5. Learning activities should portray the knowledge in a real world context so the student understands the complexities of real world practice.
6. The classroom and the world of practice should be linked as much as possible.
7. Every opportunity possible should be made available for the student to direct their study to achieve personal goals.
8. As professors and experts, we have a responsibility to set standards and preserve the integrity of the credentials we grant.
9. Professors and students should treat each other with mutual respect.
10. The learning experience should be fun when possible. However, good learning is often confusing, discomforting and uncomfortable before it becomes fun.
11. Adult students should be treated as colleagues.
12. A variety of teaching methods should be employed.
13. In the final analysis, the student is responsible for his/her own learning.

In this course, we will assume that we are all adult professionals. I will therefore give you the appropriate respect and privileges as well as the responsibilities and accountability. As a participant in this class, you are expected to:

1. Attend every class possible and take complete responsibility for class material when attending is not possible.
2. Complete your assignments on time. Late assignments will result in a lower grade (a minimum of 1 point per day will be deducted for late assignments, and a zero grade will be given for all assignments received after the last official day of this class – i.e. one week before final exams)
3. Conduct yourself with the same high level of professionalism that you would at your professional job.
4. Be committed to learning as much as possible.
5. Raise relevant questions and contribute relevant observations.
6. Be ready to work hard to reach class and learning goals.
7. Practice good and constructive group participation methods and behaviors.

8. Treat other class members with the same respect and courtesy you would like for yourself at all times.
9. Treat information shared in class with respect and sensitivity.
10. Take class and team responsibilities seriously.
11. Take responsibility to direct your own learning and study.
12. Help create a safe climate in class for mutual exploration, discovery and learning.
13. Share your questions, experiences and concerns freely with the class and me.
14. Motivate yourself to excel in this course – remember our attitude very often determines our altitude!

Grading Scale For Final Grade (All Students)

The grading scale for this course will be:

A	90 - 100%
B	80 - 89.9
C	70 – 79.9
D	60 – 69.9
F	0 – 59.9

All written assignments will have a minimum requirement of typewritten, left justified, using indented paragraphs. Other requirements will be listed with each assignment.

Grading and Assignments

This course may make use of case studies and application briefs along with experiential activities. This approach requires a great deal of student participation. The success of the course is heavily dependent on you taking seriously your responsibility to be prepared for discussions and to be involved.

Everyone Must Be Prepared to Discuss Everything Assigned!

Late assignments will not be accepted except in the case of documented emergency. **All** late assignments will be penalized by a minimum of 1 letter grade. PLEASE NOTE that INCOMPLETES will be given in only the most unique situations (usually requiring documentation). Without prior approval from the instructor, assignments not handed in by due dates will result in an “F” grade for the assignment concerned.

Students will be required to complete the following assignments—
(Assignment Description Pages will be provided) **[Teams will be assigned by the Instructor]**

A: Individual Profile Assignment

Students will be required to take one or more individual personality/profile instruments, reflection on the results regarding their self-awareness, implications of results for their communication styles/preferences.

Additionally, students will be asked to integrate this information into a paper regarding their HRD related goals/interests.

B: Communication and HRD Theory Integration Team Assignment

Students will identify three theories (individual/interpersonal, group/team, & organizational) that can be supported as directly related to communication. The theories must be clearly described, examples and elaboration of the theory articulated, and an HRD related case invented that provides an example of the theories in context.

C: HRD Role Competency/Interview Team Assignment

Students will be required to identify an HRD specific role and interview a minimum of 3 individuals with extensive experience in a related role. Students will summarize interviews and identify a list of key HRD related communication competencies based on the interviews, course materials, etc.

D: Communication Self-Assessment Individual Assignment

Based on identified interests and competencies, students will assess key communication competencies they currently possess, areas of strengths and weaknesses, etc. Students will develop an action plan for the development of a communication competency they see to be important and present this approach in either paper or video presentation format.

E. Team Evaluation Individual Assignment

Each team member will evaluate all other team members on each of the team assignments. The points awarded for this will be awarded based on the assignment being completed, no assessment will be made on the comments made. However, if a team evaluates one of its members as non-contributing, this team member will receive a lower grade than the other team members on the team assignment(s) in question.

Scholastic Misconduct

The Aggie Code of Honor: “An Aggie does not lie, cheat, or steal, nor tolerate those who do.”

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 done by another; submitting the same paper, or substantially similar paper, 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 grade in this class and will be subject to University disciplinary action.

Americans with Disabilities Act (ADA)

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 accommodation, please contact Services for Students with Disabilities, Koldus 126, 979/845-1637.

Sexual Harassment

University policy prohibits sexual harassment. Copies of the University's policy statement on sexual harassment are available at the Office of Human Resources. Complaints about sexual harassment should be reported immediately see <http://rules.tamu.edu/urules/300/340199m1.htm> for more detail about how to file a sexual harassment complaint, or contact the College of Education and Human Development at 979/845-5133.

Make-Up Examinations/Assignments

There will be no make-up assignments except in the case of an officially documented emergency or with pre-approval by the instructor. When in doubt, communicate early and often!