

EHRD 303 – Foundations of Human Resource Development

Department of Educational Administration and Human Resource Development
Texas A&M University
College Station
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Instructor Information:

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The best way to contact me is via email. I commit to responding to your email as soon as possible—usually within 48 hours. If you feel you really need to talk with me, you may also call me on my cell phone – no earlier than 8am, no later than 9pm. I am here for you so please do not hesitate to contact me if necessary.

Prerequisites: None

Required Text:

Werner, J. & DeSimone, R. (2009). *Human resource development* (5th ed.). Mason, OH: South-Western Cengage Learning

Recommended Text

Gilley, J., Eggland, S., Gilley, A. (2002). *Principles of human resource development* (2nd ed.). New York: Perseus Publishing

Course Description

EHRD303 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 for 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.

Additional Description: An organization's success is determined in large part by its people. It is essential that organization members have the knowledge, skills, and abilities (KSAs) needed to help the organization reach its goals. Given the rapid pace of change (e.g., technology, competition, workforce reduction), the KSAs employees need will also change. One important way to ensure that organizational members have the competencies to meet current and future job demands is through a set of systematic and planned activities known as Human Resource Development (HRD). Students who successfully complete this course will gain knowledge of

how to design, deliver, and evaluate HRD programs, learning theory, and the types of HRD programs used, and gain an increased awareness of the issues involved in making HRD programs successful.

Course Goals & Objectives:

The principal goal of this course is to facilitate within each student a working knowledge of the basic principles and methods of program development and an understanding of their applications to diverse groups of clients and to a variety of institutional settings.

At the conclusion of the course, you should be able to:

1. Describe the field of HRD (to include its primary functions) and provide a historical perspective of its development. Explain the roles and competencies of an HRD professional and discuss challenges faced by the field.
2. Describe a model of employee behavior with influences on employee behavior and discuss organizational learning.
3. Design, develop, implement and evaluate an HRD program.
4. Identify the attributes of different kinds of HRD programs as studied in the text-orientation, skills and technical training, coaching and performance management, employee counseling and wellness services, career management and development, and management development.
5. Describe organization development and change in relation to models of change, OD theories. Discuss various types of interventions and design an effective intervention strategy.
6. Discuss diversity within the context of HRD- its relation to organizational culture, labor-market changes and discrimination; adapting to demographic changes; cross-cultural education and training programs; HRD programs for culturally diverse employees; mentoring for promoting diversity; sexual and racial harassment training.

Class Structure

This course will be conducted online and will and as far as possible accommodate different modes of teaching and learning including, group discussions, quizzes, group projects, online discussions, scholarly writings, and small group activities. Your active participation and critical reflection on readings and other class materials will determine your success in the class.

Americans with Disabilities Act

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 Disability Services in Cain Hall, Room B118, or call 845-1637. For additional information, visit <http://disability.tamu.edu>

Faculty Senate Statement on Plagiarism

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 online 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 at <http://www.tamu.edu/aggiehonor/>.

Academic Integrity

“An aggie does not lie, cheat or steal or tolerate those who do.” For more information, students should refer to the Honor Council Rules and Procedures on the web at <http://www.tamu.edu/aggiehonor>.

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.

General Expectations

Participants are expected to read all assigned materials and be prepared for dialog and discussion. This is an online class and as such, we do not have the benefit of face-to-face interaction; it is essential that you complete the requirements of the course within the period suggested in order to maximize the learning experience for all. I expect for us to communicate with each other and to hear if you are experiencing any challenges throughout the course.

I have attempted to make this syllabus-- our learning contract as detailed as possible and have included rubrics for all assignments to reduce any ambiguity. I strongly encourage you to review this syllabus carefully. As for due dates, these are actual due dates and not suggestions, late work will be penalized—work will be reduced by at least one letter grade for lateness.

Establishing a Safe Community Environment

Learning takes place best when a safe environment is established. To this end, I will seek to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. I also hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

Communicating Across Differences: Establishing a Safe, Respectful Classroom Environment:

The best form of learning takes place in an environment where everyone feels safe and respected in the classroom. To this end, we will seek to foster an environment which allows us to communicate across differences. As such,

- Everyone gets a fair hearing.
- Seek first to understand, then to be understood.
- Share “air time.”
- If you are offended, say so, and say why.
- Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, do not personalize it; stick to the issues. No name-calling or stereotyping.

- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.
- Speak for yourself, not others.
- What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.

Adapted from *The Guide for training study circle facilitators* (1998) by the Study Circle Resource Center, © Topsfield Foundation.

Course Activities and Due Dates

Course Activity	Percent of Final Grade	Due Date
1. Web CT facilitation and participation	20	Each week
2. Quizzes (4 – each worth 5%)	20	All completed by November 28
3. Group Project- Training Program Proposal a. Topic Selection b. Training Program Proposal Project c. Group performance report	30	Topic Due by September 21 Due December 4
4. Comprehensive final exam	30	December 11

Grading:

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: Below 60%

Assignment 1: Online participation and facilitation

Due Date: *Various- see student roster in Vista and instructions below*

You will participate in weekly on-line discussions of the readings assigned for that week. During online discussions, you will be required to respond to questions posted by classmates or by the instructor, as well as review and comment on the responses of others through the conference board. These online discussions will provide an opportunity for you to articulate some of the main concepts in the readings and other current literature and extend your knowledge through interaction with your group. Each student will take turn serving as facilitator and post discussion questions on the web.

Facilitator: As the facilitator, you are responsible for initiating the discussion with at least two questions from the readings. As members respond to your questions, the facilitator extends the discussion by posing new questions on issues that arise out of the discussion. Additionally, the facilitator may refer back to the readings to initiate discussion on another aspect of the topic. Facilitators are responsible for keeping an active and involved discussion going throughout the specified online discussion dates. Each person will facilitate the discussion once during the course of the class.

The order for the discussions will follow the alphabetic student roster. Everyone has access to the student roster- it is your responsibility to see when

you are up to host the discussion forum. There are 40 individuals in the class and we have 15 weeks of discussion so facilitation and discussion responsibility will be as follows:

**Three persons per week from weeks 1 thru 10 and
Two persons for each week from week 11-15.**

Feel free to include external references to make the discussions lively and interactive- e.g. movie clips songs etc. As you will see in the rubric, points will be awarded for creativity.

Criteria for Grading Online Discussions & Facilitations	Possible Points	Points Awarded
Regularity of web attendance and frequency of contributions. Students must have at least 20 quality postings.	10	
Responses are related to the class readings; detail and language demonstrate an understanding of the major ideas and concepts; questions indicate a high level of analysis and insight.	7	
Additional resources are incorporated and creativity in reinforcing major concepts. (Examples- poems, video clips, journal articles etc)	3	
Total Points 20	20	

Assignment 2: Quizzes

Due Date: Various

In order to reinforce and evaluate your learning, there will be four quizzes posted on Web CT, which must all be taken before November 28, 2009. Each quiz will be made up of multiple-choice questions and will be worth 5% of your grade for a total of 20%. The quizzes will begin fairly easy and become progressively challenging, however, if you keep up with your readings and the discussions, you will be in a good position for success. Although the quizzes remain open until November 28, you may take each quiz multiple times before that date. I will be able to see all your attempts at the quizzes and will record your highest score. The quizzes will provide you with good practice in preparing for your final exam, so use them as opportunities to study and practice.

Assignment 3: Training Program Proposal Project

Due Date:

- Groups topics selected by September 21, 2009

- Project Due: December 4, 2009

Students will be assigned groups by the instructor, but must choose a project topic by September 21, 2009. If you do not submit a topic, one will be assigned to you. Each group should select a member who will have the responsibility to email me with the group name, members and chosen topic. There will be a discussion thread labeled "Group Information" for you to post your group information, which should include members' names and the chosen topic. You have the flexibility and responsibility to select your topics, however, at least one group must cover each

topic, that is, a project must be submitted related to each topic. Topics include:

- 1) Employee Socialization & Orientation
- 2) Employee Counseling & Wellness Services
- 3) Career Management & Development
- 4) Management & Development
- 5) Coaching & Performance Management
- 6) Organizational Development & Change
- 7) Diversity Awareness
- 8) Skills & Technical Training

Your assignment is to plan, design, deliver, and evaluate an original training program. This is your opportunity to be creative and to highlight your talent in design and delivery. The proposal may be based on an existing organization or you may create your own- the idea is that it **MUST** be professional. This should give you good experience in designing and creating a training proposal- a key responsibility in the HRD field.

I have outlined the process below, which offers you a guideline for completing the group project.

Process:

1. Groups will be assigned at random by the instructor.
2. Each group will select their own topic for their training program from the listed eight options. Program topics are due: **September 21st**. Each topic must be covered by at least one group.
3. Using Chapter 4 as a guide, each group will conduct a needs assessment for their proposed training program. This should include both a person and a task analysis. Make clear in your write-ups what interview questions, questionnaires, etc. you used. (Show me the reason for your training program- what are the gaps/needs to be addressed?)
4. Based on your needs assessment and any assumptions you may need to make, develop specific training objectives. (Show me the objectives of your training program)
5. Develop a detailed Training Proposal (Project Plan). This should include:
 - a. Title and brief description of the program (Give me a background of the company and tell me about the program—briefly)
 - b. Training objectives
 - c. Training methods to be used, and a rationale (justification) for using them, based on training theory (Use your text and experience to guide you in choosing the training method- tell me why you chose the method(s) you did)

- d. Proposed instructors, and the reason for using them (Tell me about their expertise and value of each)
- e. A tentative training outline (Provide me with an outline of how long the program will last etc)
- f. A tentative list and description of training materials needed (supplies, equipment, AV etc)
- g. A sample lesson plan for one component of the training program (details of what one component will look like: be creative!)
- h. An evaluation plan (including both short-term and long-term evaluation, where appropriate; see Ch. 7) – Tell me why evaluation is important and how you will evaluate your program- summative as well as formative evaluation information is suggested.

Final Reports for all groups are due on December 4th and must include all information on your needs assessment (person and task analyses), design, implementation, and evaluation plans.

You are expected to work together to accomplish the assigned tasks. Changes in the groups will only be made in unusual circumstances (as determined by the instructor). Remember that with e-mail, instant messaging, facebook, chatrooms, including the chatroom on elearning and file attachments, a great deal of work can be accomplished without all team members being physically present in the same place at the same time. There are chat features and other communication tools to aid you in Web CT. This will be good practice for you if you find yourself employed and have the responsibility to lead or work on a virtual team.

Criteria for Group Project	Points
Content--comprehensiveness, appropriateness, and quality —that is, the plan includes the following elements and each element meets the criteria discussed in class readings. Use the chapters as a guide for completing the project and pay special attention to the chapter related to your topic area.	15
Creativity - This is your opportunity to incorporate creativity in design and implementation. Points will be awarded for innovation and uniqueness. Present the plan as if you are trying to make a sale!	5
Organization and logical development of ideas, concepts and elements of the plan --the learning needs should flow from the problem, and the goals and objectives statements should appropriately address the problem and needs; the strategies for learning and evaluation should be clear.	8
Documentation, form, and adequacy of resources and references --where references are used, you should employ the APA style. The paper should utilize topical headings and sub-headings, reference resources within the document, and provide a list of references.	2

Clarity of communication; style --the paper should be clearly written, that is, for a third-party reader. Define your terms and explain ideas and concepts that are unique to the particular occupation/profession. Use the HRD jargon and define the terms in the project.	3
Quality of writing --grammar, punctuation, spelling, etc. The paper should be free of typos, misspellings, etc.	2
Total Points	35

I will review drafts of the final projects for groups wishing to get feedback on their work before making a final submission, **IF they are turned in to me before November 25, 2009.** This is not mandatory, and you should not feel obligated to do so, however, I highly recommend it! ☺

WRITTEN ASSIGNMENTS

1. The format of the paper should follow these guidelines:
 - a. Please use APA (5th ed.) guidelines to format all course papers. There are several websites that will have information on APA basic guidelines. If you do a search for APA, some of these will come up. Make sure you use the ones that reference the 5th edition.
 - b. Include a title page (see publication manual of the American Psychological Association, 5th Edition)
 - c. Begin with an introductory section stating the topic you will discuss and indicating any aspect of the concept or issue, which will remain, unanalyzed because of space limitations.
 - d. All written material should be double-spaced and formatted in 12-point Times New Roman font, with 1-inch margins. While this is the case for written text, feel free to include other styles, colors etc in your training materials etc.
 - e. Number all pages consecutively beginning with page 2; do not number the first page.
 - f. Use theories, models, or concepts from the literature to support your analysis. You must give credit to others for their work by providing accurate citations (If you use an author's work and do not provide the source of your information that constitutes plagiarism.)
 - g. Use secondary headings to outline the paper. Do not turn in a lengthy paper with no subheadings.
 - h. End with a summary or conclusion

- i. Include a list of references used in support of your discussion and analysis. Format the list using APA style. Only references used in the document should appear in the reference list (not all the sources you read)
- j. Remember to number the pages

I found the following site to be a good reference for APA format
<http://www.wisc.edu/writetest/Handbook/DocAPACitations.html>

So, although you have the guidelines to turning in the paper, you are at liberty to turn in the project in any format you desire- word, PowerPoint, video, publisher, whatever you choose, however, you MUST cite your sources of information and you MUST work together as a group.

At the end of the project, each group member will write a short report- less than a page, telling the instructor about the individual experiences of working on the virtual project. Have fun with the project!

ONLINE DISCUSSION & FACILITATION SCHEDULE (Includes other calendar information)

Week	Date	General Topics	Assignment
1	8/31- 9/6	<p>Introduction to Course Setting expectations Overview of course requirements</p> <p>Overview of HRD Define HRD Historical Perspective HRD vs. HRM Major HRD functions Roles and competencies of HRD Professionals Contemporary Challenges</p>	<p>Explanation: Course requirements; peer facilitation; online discussion; assignments Review schedule for online facilitation; You are responsible for participating accordingly.</p> <p>Reading: Chapter 1- Werner, J. & DeSimone, R. (2009). <i>Human resource development</i> (pp. 3-32)</p>
2.	9/7- 9/13	<p>Influences on Employee Behavior Major influencing factors on Employee behavior Motivation KSA's influence on employee</p>	<p>Reading: Werner & DeSimone, Chapter 2</p>

		behavior	
3	9/14-9/20	Learning & HRD Define Learning Training Design Issues Maximizing Learning The Learning Process Learning Styles etc.	Reading: Werner & DeSimone, Chapter 3 Quiz 1 available
4	9/21-9/27	Assessing HRD Needs Needs Assessments Task Analyses Data Collection-person analysis Prioritizing training and HRD needs	Readings: Werner & DeSimone, Chapter 4 Group Project Topic Due Sept. 21st
5	9/28-10/4	Designing Effective HRD Programs Training objectives Sources of Training Training Materials	Werner & DeSimone, Chapter 5
6	10/5-10/11	Implementing HRD Programs Training Delivery Categories of Classroom Training Using Applicable Techniques Using Technology	Reading: Werner & DeSimone, Chapter 6 Quiz 2 available
7	10/12-10/18	Evaluating HRD Programs Define evaluation/Role of Evaluation Types of Evaluation Role of Research Design Ethical Issues in Evaluation Technology & Evaluation	Readings: Werner & DeSimone, Chapter 7
8	10/19-10/25	Employee Socialization & Orientation Organizational Socialization New Employee Challenges Realistic Job Preview	Readings: Werner & DeSimone, Chapter 8

		Approaches Orientation Goals	
9	10/26- 11/1	Skills & Technical Training Workplace Competencies Remedial Basic Skills Training Programs Apprenticeship Programs Technical and Interpersonal Skills Training Programs Professional Development	Readings: Werner & DeSimone, Chapter 9 <i>Quiz 3 available</i>
10	11/2- 11/8	Coaching & Performance Management Definition Employee Performance Evaluation Coaching Process and Usefulness Effective Coaching	Werner & DeSimone, Chapter 10
11	11/9- 11/15	Employee Counseling & Wellness Services Need for Employee Counseling in Organizations Typical Activities Focus & Effectiveness Legal & Ethical Issues	Readings: Werner & DeSimone, Chapter 11
12	11/16- 11/22	Career Management & Development Definition Models Issues affecting Career Management	Readings: Werner & DeSimone, Chapter 12 <i>Quiz 4 available</i>
13	11/23- 11/29	Management Development Definition Management Development and Organizational Goals Trends in Management Education On the job Training (OJT)	Readings: Werner & DeSimone, Chapter 13

14	11/30- 12/6	Organization Development and Change Definition Theories & Concepts in OD Roles Strategies	Werner & DeSimone, Chapter 14 <i>Group Project Due December 4</i>
15	12/7- 12/13	HRD & Diversity Labor Market Demographics Organizational Culture Diversity Issues Discrimination Integration Strategies Cross-Cultural Training	<i>Readings:</i> Werner & DeSimone, Chapter 15 <i>Final Comprehensive Exam December 11th</i>

Assignment 4: Final Comprehensive Examination
Due Date: December 11, 2009

This is your final assignment, which contributes to 30% of your grade. The examination will follow exactly the same format as the quizzes. You will be expected to take the exam at your convenience on December 11th. Unlike the quizzes, you will have only one opportunity to take the exam and you will have one hour in which to complete the exam. It is made up of 50 multiple-choice questions, based on information in the text from Chapters 1-15. The exam is meant to test your knowledge, and you will be successful if you keep up with your readings, participate actively in the discussions and use the quizzes to help you in preparing for the exam. Remember quizzes will only be available until November 28th so start preparing early.

Good luck and Gig ‘em!!