

Course	HRDV 5000 / NL / Introduction to Human Resources Development
Term	Spring 1, 2010 – Monday – 6:00 – 10:00 pm 1/4, 1/11, 1/25, 2/1, 2/8, 2/15, 2/22, 3/1 No classes on Monday, January 18 - MLK Holiday - Makeup classes TBD by Instructor
Instructor	Name: Margaret Downey Home Phone: (904) 262-9431 Work Phone: (904) 279-4407 Email: downey@webster.edu or Margaret_Downey@CSX.com
Catalog Description	This course introduces the area of human resources development. The objective of the course is to expose students to the breadth of human resources development topics. The primary topics are training and development, career management, and organizational development and change. A wide variety of secondary topics may also be covered in this course, including learning principles, evaluation of human resources development interventions, employee orientation and socialization, performance management and coaching, diversity, and employee counseling.
Prerequisites	None Required
Course Level Learning Outcomes	<ol style="list-style-type: none"> 1. Students will be able to determine HRD needs in organizations. 2. Students will be able to propose HRD programs and solutions for relatively simple organizational problems. 3. Students will be able to illustrate how HRD programs influence multiple stakeholder groups. 4. Students will be able to apply simple criteria to assess the effectiveness of HRD programs in their own organizations. 5. Students will be able to compare textbook descriptions of HRD programs and processes to their own experiences in work organizations. 6. Students will be able to validate the relevance and adequacy of their own organization's HRD programs. 7. Students will be able to interpret the significance of HRD in organizations.

<p>Materials</p>	<p>DeSimone, R. L., Werner, J. M., & Harris, D. M. (2009). Human Resource Development. (5th Edition). Thomson South-Western. ISBN: # 0324578741</p> <p>Sabin, W. (2005). The Gregg Reference Manual. (10th Edition). McGraw-Hill. ISBN: #0-072-93653-3</p> <p style="text-align: center;">To Order Textbooks go to the local North FL website www.webster.edu/jack and click on Order Textbooks to select a vendor</p> <p style="text-align: center;">(Note: Textbooks must be ordered 2 weeks prior to class to ensure delivery)</p> <p>Supplemental Reading: Research Paper Guidelines and Sample Paper – See website @ www.webster.edu/jack and click on the Student Resources category.</p>																														
<p>Grading</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">• Individual Term Project Format Including Passports Internet Proficiency</td> <td style="text-align: right; padding: 5px;">30 Points</td> </tr> <tr> <td style="padding: 5px;">• Mid-Term Exam/Project</td> <td style="text-align: right; padding: 5px;">20 Points</td> </tr> <tr> <td style="padding: 5px;">• Final Exam</td> <td style="text-align: right; padding: 5px;">20 Points</td> </tr> <tr> <td style="padding: 5px;">• Inquiry Research Project</td> <td style="text-align: right; padding: 5px;">10 Points</td> </tr> <tr> <td style="padding: 5px;">• SHRM Meeting Attendance</td> <td style="text-align: right; padding: 5px;">5 Points</td> </tr> <tr> <td style="padding: 5px;">• Class Participation and Attendance</td> <td style="text-align: right; padding: 5px;"><u>15 Points</u></td> </tr> <tr> <td style="padding: 5px;">TOTAL</td> <td style="text-align: right; padding: 5px;">100 Points</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Percentage of Total Points</th> <th style="padding: 5px;">Grade</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">95%-100%</td> <td style="padding: 5px;">A</td> </tr> <tr> <td style="padding: 5px;">90%-94%</td> <td style="padding: 5px;">A-</td> </tr> <tr> <td style="padding: 5px;">88%-89%</td> <td style="padding: 5px;">B+</td> </tr> <tr> <td style="padding: 5px;">84%-87%</td> <td style="padding: 5px;">B</td> </tr> <tr> <td style="padding: 5px;">80%-83%</td> <td style="padding: 5px;">B-</td> </tr> <tr> <td style="padding: 5px;">70%-79%</td> <td style="padding: 5px;">C</td> </tr> <tr> <td style="padding: 5px;">Below 70%</td> <td style="padding: 5px;">F</td> </tr> </tbody> </table>	• Individual Term Project Format Including Passports Internet Proficiency	30 Points	• Mid-Term Exam/Project	20 Points	• Final Exam	20 Points	• Inquiry Research Project	10 Points	• SHRM Meeting Attendance	5 Points	• Class Participation and Attendance	<u>15 Points</u>	TOTAL	100 Points	Percentage of Total Points	Grade	95%-100%	A	90%-94%	A-	88%-89%	B+	84%-87%	B	80%-83%	B-	70%-79%	C	Below 70%	F
• Individual Term Project Format Including Passports Internet Proficiency	30 Points																														
• Mid-Term Exam/Project	20 Points																														
• Final Exam	20 Points																														
• Inquiry Research Project	10 Points																														
• SHRM Meeting Attendance	5 Points																														
• Class Participation and Attendance	<u>15 Points</u>																														
TOTAL	100 Points																														
Percentage of Total Points	Grade																														
95%-100%	A																														
90%-94%	A-																														
88%-89%	B+																														
84%-87%	B																														
80%-83%	B-																														
70%-79%	C																														
Below 70%	F																														
<p>Activities</p>	<p>Explanation of Grading Written Materials:</p> <ul style="list-style-type: none"> • Fifty percent of the points earned are for content, fifty for professional quality (grammar, spelling, and format, e.g., APA). Quality errors will initially result in two point reductions. • The Pre-Assignment and Inquiry Research Paper can be rewritten once, if you choose. Up to five points will be added to each grade, depending upon the degree to which errors are corrected and feedback 																														

is incorporated. This is an excellent way to improve your skills and your grades. It is expected that the feedback provided in the first two assignments will be incorporated into your later assignments.

- No re-writes are permitted after the first two assignments and quality errors will result in three point reductions.
- Work not meeting the length requirements (longer or shorter than requirements) will be returned for correction, and 10 points will be deducted from the grade.

Individual Term Project Format Including Passports Internet Proficiency:

- Use APA format with a minimum of two references per page. Length should be 10-12 pages typed double-spaced (not including title page, table of contents, lists, etc.). Use a minimum of five (5) current (2002-Present) **professional** journal articles **in the HRDV field** from "Passports" Internet Databases showing appropriate citations in text and references, in addition to other resources. **Note:** Clarity, grammar and diction are very important in this assignment and your work as a professional. "In text" citations are required, according to APA format.
- A formal PowerPoint presentation covering key learning points and information from your research will be given in class during the last session. Presentation should last approximately 15 minutes and allow time for questions from the group.

Mid-Term Exam:

- An example of a training proposal will be provided. The purpose of the exam/project is to demonstrate your ability to integrate the concepts in Training and Development and apply them to a business situation. Be certain to include: Expectancy Theory (5 %), the Adult Learning Model (5 %), training methods (10 %), and a cost/benefit analysis (10 %). The remaining 20 % of the grade is for content of professional recommendations based on the textbook material and class discussion, as well as an understanding of the client organization's concerns. Length is to be 5 to 6 pages, not including the cover letter and cost/benefit analysis as part of the 5-6 pages.

Final Exam:

An in class exam covering key concepts from the textbook must be completed. The exam will consist of multiple choice and short answer questions.

Class Participation and Attendance:

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student

who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED:** Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.

- Students are expected to attend all class sessions of every course for the full 36 contact hours. In the case of unavoidable absence, the student must contact the instructor. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work, or for excessive or unexcused absences. Generally, a student who misses more than one four-hour course period (per course) without a documented military or medical excuse and advanced permission of the instructor should withdraw from the class. The University reserves the right to involuntarily drop enrolled students from classes, which they do not attend. **PLEASE BE ADVISED:** Students who do not attend the first class session, who have not made prior arrangements with the instructor for being absent, will be dropped from their courses.
- Attendance the last day of class is mandatory to ensure that all work is completed and to be awarded a passing grade. An Incomplete will not be acceptable without documental proof (Death Notice, Doctor's Letter, etc.) as to absence relating to non-completion of class work. These must be faxed 904-262-1459 or dropped off to Webster University by the Monday after the term ends.
- Participants are expected to arrive on time and be actively involved in the learning experience. Each student should desire to learn, participate, and proactively contribute to the learning of others during each discussion and exercise.
- Students are to participate in classroom discussions. The discussions are an opportunity for students to reveal their understanding of the assignments made for the current and previous classes.
- Assignments are given to prepare the student to participate in class discussions; therefore, it is imperative that reading assignments and associated questions for discussion be completed prior to class.
- A maximum of 15 points will be awarded based on the level and quality of participation and preparation.
- Failure to turn in an assignment within one week will result in a grade of "0" for that assignment. In addition, failure to submit an assignment will lower the final grade by an additional two points.
- All assignments are due as detailed in the Course Schedule.
- Late assignments will be accepted, if they are turned in *no later* than one week later, but will be penalized one letter grade. Furthermore, late assignments will lower the student's final grade by an additional one point.
- Late assignments will not be accepted for the final assignments the

	last week of the course to allow timely completion and grades to be submitted.
<p>Policy Statements: University Policies</p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university’s published policies. The following policies are of particular interest:</p> <p>Academic Honesty</p> <p>The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals</p> <p>Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services</p> <p>If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances</p> <p>Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained</p> <p>From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course</p> <p>It is essential that all classes meet for the full instructional time as</p>

	<p>scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>	
<p>Course Policies</p>	<p>Attendance</p> <ul style="list-style-type: none"> • Attendance is expected, but students sometimes have work or family problems that cannot be avoided. However, if you must miss more than one class it may put you at a disadvantage because of the amount of material to be learned. It is not conceptually hard, but there is a tremendous amount of it. Further, material will be covered in class that is not in the text so make every effort to attend classes. However even though attendance is expected it will not normally directly affect your grade. However, if you are not present for class you will miss any material presented from outside the text and you will be unable to participate and your class participation grade could be affected. <p>Make-Up Requirements</p> <ul style="list-style-type: none"> • For each class hour missed, a one (1) page, double-spaced, typed paper, with one (1) reference will be submitted by the end of the term. The instructor will assign the topic. A four (4) hour class will require four (4) pages supported with (4) references from popular or academic press. • This paper will be graded and incorporated in the class participation grade. If the make-up work is not submitted, the student's final grade will be reduced one (1) letter grade. • Students are responsible for any class material presented during their absence, and any assignments due should be submitted prior to the absence, if possible. 	
<p>Weekly Schedule</p>		<p>Pre-Assignments for Sessions 1 & 2:</p> <ul style="list-style-type: none"> • Read Chapters 1 and 2 in the textbook • Use your review of the course syllabus and your textbook to prepare a one or two page double-spaced typewritten paper or “topics of value.” In the paper, explain which course topics you feel will be most valuable to you. Be prepared to discuss and submit your paper during the first class. The paper and your class comments will be a part of the Class Participation grade. <u>Clarity and correctness in grammar and spelling are important</u>

	Session 1	<p>THEME: Introduction to Human Resources Development</p> <p>Topics:</p> <ul style="list-style-type: none"> • Warm-up Exercises and Introductions • Review/discuss course requirements (syllabus) • Present/discuss papers on “topics of value” • Discuss Learning Environment and Theories of Learning • Review key concepts of Chapters 1 and 2 • Identify topics for Inquiry Research Papers • Video viewing <i>The Pygmalion Effect</i> and discussion <p>Assignments for Session 2:</p> <ul style="list-style-type: none"> • Read Chapters 3 and 4 • Review concepts for Inquiry Research Paper Topic
	Session 2	<p>THEME: Training and Development</p> <p>Topics:</p> <ul style="list-style-type: none"> • Review key concepts of Chapters 3 and 4 • Identify Training Techniques used in HRDV 5000 • Discuss Inquiry Research Paper • Discuss Mid Term Exam- Group/Project Assignment (Plan, Design, and Evaluate an original training program) <p>Assignments for Session 3:</p> <ul style="list-style-type: none"> • Read Chapters 5 and 6 • Review DACUM materials • Complete Term Paper Topic and References
	Session 3	<p>THEME: Training and Development</p> <p>Topics:</p> <ul style="list-style-type: none"> • Turn in Term paper topic (Approval by end of class) and References for Term Paper • Turn in Inquiry Research Paper and roundtable discussion on Inquiry Research Papers • Review key concepts of Chapters 5 and 6 • DACUM Analysis exercise • Discuss the assessment of Human Resources development needs: strategic or organizational analysis, task analysis and person analysis • Discuss basic motivation theories (context and process overview) • Video Viewing <i>Training for Change</i> and discussion <p>Assignments for Session 4:</p> <ul style="list-style-type: none"> • Read Chapters 7 and 9 • Continue group work on Mid-Term

	Session 4	<p>THEME: Organizational Development</p> <p>Topics:</p> <ul style="list-style-type: none"> • Review key concepts of Chapters 7 and 9 • Develop questions for Guest Speaker on OD • Discuss a systems model of OD • View and discuss video on <i>Emotional Intelligence</i> • Designing and implementing Human Resources development programs • Discuss Final Exam requirements and materials (IBM Case) <p>Assignments for Session 5:</p> <ul style="list-style-type: none"> • Complete Mid-Term Project • Read Chapter 14
	Session 5	<p>THEME: Organizational Development and Case</p> <p>Topics:</p> <ul style="list-style-type: none"> • Turn in Mid Term Project – discuss and debrief • Dialog with Guest Speaker on OD • Debrief and reflect on learning’s from Guest Speaker • Discuss Change Management Techniques and key concepts from Chapter 14 • Review various change management models • Video viewing <i>Leading in a Time of Change</i> <p>Assignments for Session 6:</p> <ul style="list-style-type: none"> • Read Chapters 10, 12, and 13
	Session 6	<p>THEME: Hypothesis Testing</p> <ul style="list-style-type: none"> • Topics: • Review key concepts of Chapters 10, 12, and 13 • Discuss major topics of Career Development and Coaching • View and discuss video <i>As Others See Us – The Johari Window</i> <p>Assignments for Session 7:</p> <ul style="list-style-type: none"> • Read Chapters 11 and 15 • Continue working on Individual Term Project
	Session 7	<p>THEME: Employee Orientation and Management Development</p> <p>Topics:</p> <ul style="list-style-type: none"> • Review key concepts of Chapter 11 • Discuss Employee Orientation processes for businesses represented by students • Review key concepts of Chapter 15 • Diversity Exercises • Discuss Diversity Councils

	<ul style="list-style-type: none"> • Video Viewing of <i>From Ricky & Lucy to Beavis & Butthead</i> and discussion • Review presentation format information for Final Paper <p>Assignments for Session 8:</p> <ul style="list-style-type: none"> • Complete Individual Term Projects
	<p>Session 8</p> <p>THEME: Individual Term Projects</p> <p>Topics:</p> <ul style="list-style-type: none"> • Turn in Individual Term Projects • Individual formal presentations of key topics in Term Papers using PowerPoint slides; must provide a paper copy of slide presentation to all members of the class <p>Assignments for Session 9:</p> <ul style="list-style-type: none"> • Prepare for Final Exam
	<p>Session 9</p> <p>THEME: Course Wrap-Up</p> <p>Topics:</p> <ul style="list-style-type: none"> • Complete Final Exam • Develop enhancements to HRDV 5000 • Summarize major learning's from the course
<p>Additional Information</p>	<p>Determination of Grades is Based on the Following Criteria:</p> <p><u>Minimum Requirements:</u> Products (papers, case studies, projects) must be on time, in the correct format, corrected for spelling and grammar, appropriate materials included and referenced to-the-point and on topic and conclusions must be supported.</p> <p>Examinations must be complete, accurate, neat, evidence clear thought, and exhibit concise and to-the-point responses.</p> <p>Behavior in class discussions and group activities should be responsible, should exhibit open communication, be constructive, and helpful.</p> <p><u>Mastery Level (Grade of "B"): Professional Achievement</u> Products must meet the requirements stated above for minimum requirements and additionally meet professional criteria. For example, documentation should be included to support research papers, the APA format should be used consistently throughout the paper, and substantially more than the minimum number of references should be included. Presentations should be logical, organized, and comprehensive. Examinations should be organized, in depth, comprehensive, logical and complete, and evidence thorough understanding of the subject /topic through application of principles. Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.</p> <p><u>Mastery Level Plus (Grade of "A"): Creative Achievement</u></p>

Products must meet all requirements stated above and additionally meet creative criteria. These criteria include unique topic or subject selection, synthesis of ideas, evaluation of subject matter and positions found in the literature, be creative in approach, establish new relationships with ideas and provide new insights.

Examination responses indicate insightfulness of understanding, a synthesis of information and unique ideas, and rationale for application of principles following careful analysis.

Classroom behavior should exhibit very focused activity and thought on the subject at hand, be motivated, and assist in discovery of new insights and relationships concerning the subject/topic of discussion.

The grade of "A" represents the best work of students, accomplished in a unique and professional manner.

Note:

To achieve the objectives of this course, this syllabus may be revised at the discretion of the instructor without prior notification or consent of the students.

Reviewed by: *J. Ewing*

Job Title: Faculty Coordinator

Date: 05/070/08

Revised 05/01/08