

Course	HRDV 5000 Section 58 – Introduction to Human Resources Development
Instructor	Name: Hope Zoeller Stith, Ed.D. Phone: 502.231.4458 (home); 502.724.9041 (cell) Email: hopestith@bellsouth.net or hope@toddarwood.com
Term & Dates	Summer, 2008, Wednesday , May 26 – July 26, 2008, 6-10 p.m.
Location	Louisville Metropolitan Campus
Course Description	Employee skills and motivation are critical for organizational success. Human resource development activities are essential for organizations to meet the complex challenges of today’s fast-paced workplace. Organizations must make informed choices about the content and methods of delivering training to develop associates to achieve increased effectiveness. This course emphasizes the theory of training and development, research to determine needs, types of programs, conducting training and development sessions, and evaluation of programs.
Prerequisites & Incoming Student Competencies	None
Course Objectives	<ul style="list-style-type: none"> • Enhance understanding of HRD (as defined by competency studies by the American Society for Training and Development, ASTD) from orientation and skills training to career development and organizational development • Provide clear understanding of concepts, processes, and practices • Show how concepts and theory can and have been put into practice in today’s workplaces • Focus on shared role of line management and HR departments in human resource development • Reflect the current state of the field, blending real-world practices and up-to-date research
Course Level Learning Outcomes	<p>Upon successful completion of this course, students WILL:</p> <ul style="list-style-type: none"> • Experience a new energy, the power and freedom derived from understanding human resource development and applications • Understand roles and competencies of the human resource development professional • Strategically influence organizational structure with employers, by using human resource development activities • Increase and understand the needs for facilitating organizational learning • Have the skills necessary to create and adapt a training and development plan, and put the plan into action with success
Materials	<u>Human Resource Development</u> , Werner, Jon M. and Randy DeSimone, 5 th

	<p>edition, Thomson South-Western, COPYRIGHT 2009. Texts can be obtained by calling MBS Direct at 1-800-325-3252, or at Virtual Bookstore at www.mbsdirect.net.</p>																																
Supplemental Resources																																	
Grading	<table border="0"> <thead> <tr> <th style="text-align: left;"><u>Course Requirements</u></th> <th style="text-align: right;"><u>Maximum Percentage</u></th> </tr> </thead> <tbody> <tr> <td>◆ Weekly Assignments</td> <td style="text-align: right;">25% of grade</td> </tr> <tr> <td>◆ Team Exercise Involvement</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>◆ Term Paper</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>◆ Mid-Term Exam</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>◆ Final Exam</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>◆ Oral Presentation</td> <td style="text-align: right;">5%</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: right;">100 %</td> </tr> </tbody> </table> <p><u>Grades:</u></p> <table border="0"> <tr> <td>A</td> <td>94-100</td> </tr> <tr> <td>A-</td> <td>90-93</td> </tr> <tr> <td>B+</td> <td>87-89</td> </tr> <tr> <td>B</td> <td>84-86</td> </tr> <tr> <td>B-</td> <td>80-83</td> </tr> <tr> <td>C</td> <td>70-79</td> </tr> <tr> <td>F</td> <td>Less Than 70</td> </tr> <tr> <td>I</td> <td>Incomplete Work</td> </tr> </table>	<u>Course Requirements</u>	<u>Maximum Percentage</u>	◆ Weekly Assignments	25% of grade	◆ Team Exercise Involvement	20%	◆ Term Paper	20%	◆ Mid-Term Exam	15%	◆ Final Exam	15%	◆ Oral Presentation	5%	Total	100 %	A	94-100	A-	90-93	B+	87-89	B	84-86	B-	80-83	C	70-79	F	Less Than 70	I	Incomplete Work
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Activities	Lectures, class discussions, student presentations.																																
Policy Statements: University Policies	<p><u>CONDUCT</u></p> <p>Students enrolling in a graduate program at Webster University assume the obligation of conducting themselves in a manner compatible with the University's function as an educational institution. Misconduct for which students are subject to discipline include the following categories:</p> <ol style="list-style-type: none"> 1. All forms of dishonesty, cheating, plagiarism, or knowingly furnishing false information to the University. 2. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other University authorized activities. 3. Theft or damage to property at the University. <p>Students who cheat or plagiarize may receive a failing grade for the course in which the cheating or plagiarism took place. Students who engage in any of the above misconducts may be subject to dismissal from the University. To the extent that penalties for misconduct (e.g. theft or destruction of property) are prescribed by law, the University will consider appropriate actions under such laws.</p> <p><u>ATTENDANCE POLICY</u></p> <p>Students are expected to attend all class sessions of every course. In the</p>																																

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 advance 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. Students who do not attend the first class session, who have not made prior arrangement with the instructor for being absent, will be dropped from the course.

MAKE-UP WORK REQUIREMENTS

For each class missed, makeup work will be assigned and must be submitted at the next class. The instructor will assign the topic and amount of work. This makeup work will be incorporated into the class participation grade. If make-up work is not submitted on time, the student’s final grade will be subject to a reduction of 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.

Drops and Withdrawals

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. 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.

Special Services

If you need accommodations for a disability, please let the instructor know at the beginning of the course so that assistance can be provided.

DISCLAIMER

This syllabus is intended to provide a basic structure to this course. It MAY be modified for class size, student competencies, etc. This syllabus is subject to change at the sole discretion of the instructor.

Course Policies			
Weekly Schedule	<u>Class 1</u>	<u>May 28</u>	<p><u>THEME: Introduction – Foundations of Human Resource Development (Part I)</u> Topics:</p> <ul style="list-style-type: none"> ◆ <u>Introductions</u> ◆ <u>Overview of class objectives</u> ◆ <u>What is HRD?</u> ◆ <u>Read Chapter 1, <i>Introduction to Human</i></u>

		<p><i>Resource Development; and 2, Influences on Employee Behavior.</i></p> <ul style="list-style-type: none"> ◆ Conduct Informational Interview of an HRD professional (see page 33 for questions). Bring results of interview in writing to class for discussion. ◆ Review Exercise on page 62 – <i>Increasing Employee Motivation</i>. Be prepared to discuss in class. ◆ Write a 1 page Lessons Learned/Summary of this week’s readings. Definition of Lessons Learned: A concept or idea that turns the light bulb on while you are reading; knowledge that is motivating to you. (On-going weekly assignment)
<u>Class 2</u>	<u>June 4</u>	<p><u>THEME: Foundations of Human Resource Development (Part I) and Framework for Human Resource Development (Part II)</u></p> <p>Topics:</p> <ul style="list-style-type: none"> ◆ Read Chapter 3, <i>Learning and HRD</i>; and 4, <i>Assessing HRD Needs</i>. ◆ Discuss Research topics. ◆ Selection of exercises, team presentations in class. ◆ Review Lessons Learned.
<u>Class 3</u>	<u>June 11</u>	<p><u>THEME: Framework for Human Resource Development (Part II) continued</u></p> <p>Topics:</p> <ul style="list-style-type: none"> ◆ Read Chapter 5, <i>Designing Effective HRD Programs</i>; and Chapter 6, <i>Implementing HRD Programs</i>. ◆ Selection of exercises, team presentations in class. ◆ Review Lessons Learned.
<u>Class 4</u>	<u>June 18</u>	<p><u>THEME: Framework for Human Resource Development (Part II) and Human Resource Development Applications (Part III)</u></p> <p>Topics:</p> <ul style="list-style-type: none"> ◆ Read Chapter 7, <i>Evaluating HRD Programs</i>; and Chapter 8, <i>Employee Socialization and Orientation</i>. ◆ Selection of exercises in class. ◆ Review exercise on page 277, <i>Designing a Technology-Enhanced Orientation Program</i>. Be prepared to discuss in class.

		<ul style="list-style-type: none"> ◆ Review Lessons Learned. ◆ Mid-term exam, Chapters 1-8.
<u>Class 5</u>	<u>June 25</u>	<p><u>THEME: Human Resource Development Applications (Part III) continued</u></p> <p>Topics:</p> <ul style="list-style-type: none"> ◆ Read Chapter 9, <i>Skills and Technical Training</i>; and Chapter 10, <i>Coaching and Performance Management</i>. ◆ Answer Questions for Discussion on page 394; be prepared to discuss in class. ◆ Review exercise on page 341, Design Your Own Performance Management System. Be prepared to discuss in class.
<u>Class 6</u>	<u>July 2</u>	<p><u>THEME: Human Resource Development Applications (Part III) continued</u></p> <p>Topics:</p> <ul style="list-style-type: none"> ◆ Read Chapter 11, <i>Employee Counseling and Wellness Services</i>, and Chapter 12, <i>Career Management and Development</i>. ◆ Guest speaker - TBA ◆ Answer Questions for Discussion on page 424; be prepared to discuss in class. ◆ Complete exercise on page 424, A Career Planning Essay. Be prepared to discuss in class. ◆ Review Lessons Learned.
<u>Class 7</u>	<u>July 9</u>	<p><u>THEME: Human Resource Development Applications (Part III) continued, Student Presentations</u></p> <p>Topics:</p> <ul style="list-style-type: none"> ◆ Read Chapter 13, <i>Management Development</i>; Chapter 14, <i>Organization Development and Change</i>; and Chapter 15, <i>HRD and Diversity: Diversity Training and Beyond</i>. ◆ <i>M.E.E.T. on Common Ground Diversity</i> video and discussion. ◆ Answer Questions for Discussion at end of each chapter; be prepared to discuss in class. ◆ Student Presentations.
<u>Class 8</u>	<u>July 16</u>	<p><u>THEME: Student Presentations</u></p> <p>Topics:</p> <ul style="list-style-type: none"> ◆ Student Presentations.
<u>Class 9</u>	<u>July 23</u>	<p><u>THEME: Final Exam</u></p> <p>Topics:</p>

Additional Information

Scoring Criteria

Class Presentation:

- One 15-20 minute oral presentation (plus 5 minutes for questions), demonstrating command of the subject matter; presentation professionalism (use of media resources, quality of materials, etc.) Use videos, overheads, PowerPoint presentation, group exercises as desired.

Mid-term Exam:

- Case study that covers Chapters 1 through 8.

Weekly Assignments and Team Exercise Involvement:

- Attends class; initiates interactions by responding to classmates' comments in addition to responding to instructor questions; listens attentively when others speak; participates in all activities with enthusiasm and a positive attitude; asks questions when something isn't clear; contributes actively during group activities; completes weekly Lessons Learned activity.

Research Paper:

- 7-9 typewritten double-spaced pages using [APA style](#). Topic will address a current human resource development issue; requires prior approval from instructor. **Due by July 16, 2008.**

What will be evaluated:

1. Does the title accurately reflect the information in the paper?
2. Is the purpose of the paper presented properly?
3. Does it create interest?
4. Enough information? Too much information? Are paragraphs unified, coherent, and properly developed?
5. Do the summary/recommendation remarks bring together facts in summary form?
6. Does it gain the reader's acceptance?
7. Is the documentation correct? Are sources cited properly using [APA style](#)?
8. Are references appropriate for the paper? Current?
9. Are grammar, sentence structure, and punctuation correct?

Note: If paper is not submitted on time, there will be a letter grade reduction.

Final Exam:

- Case study that covers all chapters and discussion in the classroom; application of information covered in classroom (discussions/ reviews) to questions; ability of student to discern theoretical and practical applications of human resource development issues.