

<b>Course</b>	HRDV 5000 - Introduction to Human Resources Development
<b>Term</b>	Spring I 2010
<b>Instructor</b>	Name: Larry V. Friederich Phone: 222-5254(W) or 345-2502(H) Email: larry.friederich@swic.edu OR lfriederich32@webster.edu
<b>Catalog Description</b>	<ul style="list-style-type: none"><li>* To provide an overview of the subject-matter areas that constitute human resources development.</li><li>* To cover the primary topics of training and development, career management, and organizational development and change.</li><li>* To cover a variety of secondary topics which will illustrate the depth and breadth of the field.</li><li>* To teach students the concepts and theories used in human resources development.</li><li>* To prepare HRD graduate students enrolled in the M.A. with the prerequisite background in the field.</li><li>* To provide other graduate students in Business and Technology with a basic understanding of HRD as a field.</li><li>* This course prepares students to take all of the remaining core courses, HRDV 5610, HRDV 5560, HRDV 5630, and HRDV 5700, plus the research course, HRDV 5750, and the capstone, HRDV 6000.</li></ul>
<b>Prerequisites</b>	None - this is an introductory level course.
<b>Course Level Learning Outcomes</b>	<ol style="list-style-type: none"><li>1. Students will know and understand the important terminology, facts, concepts, principles, and theories used in the field of Human Resources Development.</li><li>2. Students will be able to analyze Human Resources Development situations.</li><li>3. Students will be able to design interventions for relatively simple human resource problems.</li><li>4. Students will be able to illustrate how HRD programs influence multiple stakeholder groups.</li><li>5. Students will be able to determine HRD needs in organizations.</li></ol>

	<p>6. Students will be able to propose HRD programs and solutions for relatively simple organizational problems.</p> <p>7. Students will be able to apply simple criteria to assess the effectiveness of HRD programs in their own organizations.</p> <p>8. Students will be able to compare textbook descriptions of HRD programs and processes to their own experiences in work organizations.</p> <p>9. Students will be able to validate the relevance and adequacy of their own organization's HRD programs.</p> <p>10. Students will be able to interpret the significance of HRD in organizations.</p>																
<b>Materials</b>	<p>The World's Easiest Guide to Using the APA, Amato, Carol J. Stargazer Publishing, 4<sup>th</sup> Edition, 2009, ISBN 978-1-933277-04-2.</p> <p>Human Resource Development, Desimone and Werner. South-Western, 5<sup>th</sup> Edition, 2009. ISBN 0-324-57874-1.</p>																
<b>Grading</b>	<table border="0"> <tr> <td>a. Exam 1</td> <td>250 Points = 25 % of final grade</td> </tr> <tr> <td>b. Exam 2</td> <td>250 Points = 25 % of final grade</td> </tr> <tr> <td>c. Exam 3</td> <td>250 Points = 25 % of final grade</td> </tr> <tr> <td>d. Research/Writing Assignments</td> <td>250 Points = 25 % of final grade</td> </tr> </table> <table border="0"> <tr> <td>A = 926 to 1000 points</td> <td>B - = 796 to 825 Points</td> </tr> <tr> <td>A - = 896 to 925 points</td> <td>C = 700 to 795 Points</td> </tr> <tr> <td>B+ = 866 to 895 Points</td> <td>F or NC = Less than 700 Points</td> </tr> <tr> <td>B = 826 to 865 Points</td> <td></td> </tr> </table>	a. Exam 1	250 Points = 25 % of final grade	b. Exam 2	250 Points = 25 % of final grade	c. Exam 3	250 Points = 25 % of final grade	d. Research/Writing Assignments	250 Points = 25 % of final grade	A = 926 to 1000 points	B - = 796 to 825 Points	A - = 896 to 925 points	C = 700 to 795 Points	B+ = 866 to 895 Points	F or NC = Less than 700 Points	B = 826 to 865 Points	
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<b>Activities</b>	<p>Students in this course are expected to prepare 2 research/writing assignments by conducting secondary research. The purpose of this assignment is to provide students with the opportunity to apply the material from this course textbook to two specific topics.</p> <p>The critical thinking/writing assignments should meet the following specifications:</p> <ul style="list-style-type: none"> <li>• double spaced with standard margins;</li> <li>• free of spelling and grammatical errors;</li> <li>• well-organized with headings for major sections;</li> <li>• a minimum of five references to specific journals, the course text, and management theorists. These references should demonstrate that the student has conducted electronic research.</li> </ul>																

	<ul style="list-style-type: none"> <li>• THE PAPERS MUST BE WRITTEN IN ACCORDANCE WITH THE APA STANDARDS! REFER TO THE AMATO TEXT.</li> </ul> <p>There are two distinct components to be addressed:</p> <p>Writing Exercise #1. Solve this organizational problem: The HR department of a medium-sized organization (500 employees) desires to administer a computer literacy test to applicants for administrative and office support positions. The employer utilizes the Microsoft Office Suite software applications. Conduct the research necessary to identify at least 3 alternatives, including relative costs, and recommend one. Discuss your research methodology. Length is 6 to 8 pages. Maximum points are 125.</p> <p>Writing Exercise #2. See the requirements for the Career Planning Essay on pages 424-25 of the textbook. Address all of the issues in the essay outline and relate your personal experiences to the text material, particularly chapters 12 and 13. Length is 6-8 pages, double-spaced. Maximum points are 125.</p>
<p><b>Policy Statements: University Policies</b></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><b>Academic Honesty</b> 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><b>Drops and Withdrawals</b> 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><b>Special Services</b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform</p>

	<p>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><b>Disturbances</b>          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><b>Course Policies</b></p>	<ol style="list-style-type: none"> <li>1. Be on time to all class sessions. Turn off all cell phones and pagers.</li> <li>2. If you must be absent due to work obligations, submit TDY orders (if active duty military) or an explanatory written statement from supervisor (if civilian). If the absence is for personal reasons, confer with the instructor.</li> <li>3. Do all assigned readings prior to the pertinent class session.</li> <li>4. If unable to take the assigned test in class, the student has the obligation to contact the Webster SAFB site office (746-4747) to determine the exact dates/times to take the make-up test. The Webster Office has the make-up tests. There is no need to contact the instructor.</li> </ol>										
<p><b>Weekly Schedule</b></p>	<p>The readings listed below should be done prior to that class session. All chapters refer to the Human Resource Development text.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 20%;">Week 1</td> <td>Course Introduction and Review of Syllabus            Discussion on Writing Requirements (APA Style)            Chapter 1 – Introduction to HRD            Chapter 2 – Influences on Employee Behavior</td> </tr> <tr> <td style="vertical-align: top;">Week 2</td> <td>Chapter 3 – Learning and HRD            Chapter 4 – Assessing HRD Needs            Chapter 5 – Designing Effective HRD Programs</td> </tr> <tr> <td style="vertical-align: top;">Week 3</td> <td>Exam 1 – Chapters 1 through 5            Chapter 6 – Implementing HRD Programs</td> </tr> <tr> <td style="vertical-align: top;">Week 4</td> <td>Chapter 7 – Evaluating HRD Programs            Chapter 8 – Employee Socialization</td> </tr> <tr> <td style="vertical-align: top;">Week 5</td> <td>Chapter 9 – Skills and Technical Training            Chapter 10 – Coaching and Performance Management            Writing Assignment #1 Due</td> </tr> </table>	Week 1	Course Introduction and Review of Syllabus Discussion on Writing Requirements (APA Style) Chapter 1 – Introduction to HRD Chapter 2 – Influences on Employee Behavior	Week 2	Chapter 3 – Learning and HRD Chapter 4 – Assessing HRD Needs Chapter 5 – Designing Effective HRD Programs	Week 3	Exam 1 – Chapters 1 through 5 Chapter 6 – Implementing HRD Programs	Week 4	Chapter 7 – Evaluating HRD Programs Chapter 8 – Employee Socialization	Week 5	Chapter 9 – Skills and Technical Training Chapter 10 – Coaching and Performance Management Writing Assignment #1 Due
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	Week 6	Exam 2 – Chapters 6 through 10 Chapter 11 – Employee Counseling and Wellness Services
	Week 7	Chapter 12 – Career Management and Development Chapter 13 – Management Development
	Week 8	Chapter 14 – Organization Development and Change Chapter 15 – HRD and Diversity Writing Assignment #2 Due
	Week 9	Course wrap-up discussion Exam 3 – Chapters 11 through 15
<b>Additional Information</b>	The responsibility of the instructor is to provide learning opportunities in a supportive and structured environment. Learning is the responsibility of the student.	

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