WED 467 Theory and Practice of HRD
Syllabus
Spring 2016

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Office Hours: Monday 11:00 a.m.-3:00 p.m.
Tuesday 4:00 p.m. - 6:00 p.m.

Course Description: Overview of the theoretical frameworks and practices related to human resource development in organizations.

Course Rationale: Any graduate program offering a specialization in an applied field such as human resource development should offer courses that focus on the theories of the field, and the bodies of knowledge that support the field’s theory and practice.

Course Objectives: The following are the general objectives of the course. Students will:
1. Comprehend the purpose of human resource development in organizations and the major categories of human resource development programs.
2. Comprehend the various arrangements and missions of HRD functions in organizations and the major job roles of HRD professionals.
3. Analyze how various bodies of knowledge contribute to HRD theory and practice.
4. Analyze the interdisciplinary theoretical base of the field, including systems theories, economics theories, learning theories, psychological theories, philosophical paradigms, management theories, and cultural anthropology theories.
5. Analyze the specific contributions of systems theory as applied to HRD.
6. Synthesize the relationship between the major categories of HRD systems, the HRD process and viewing organizations as systems.

Course Requirements: Assessment of student performance will be based on the following requirements:

Discussion, Class Activities and Participation 10%
Analytical Summary Paper (ASP) 20%
Field Experience/ Organizational Analysis 15%
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<tr>
<td>Literature Review</td>
<td>20%</td>
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<tr>
<td>Final Project</td>
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<td>Quizzes</td>
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1. **Discussion, Class Activities, and Participation.** Students are expected to come prepared to class (having read the assigned readings for the week) and to participate in discussions (including any online discussions), in class activities. Points will be awarded based on how participation contributes to individual and group knowledge on the course topics. Please note: showing up for class is NOT sufficient to obtain full participation points.

2. **Analytical Summary Paper** *(adapted from R.B. Closson).* Analytic summary papers expose you to the professional journals in the HRD field and most importantly provide an opportunity for you to explore issues as well as current trends in HRD. You are asked to complete two analytical summaries.

   a. **ASP 1 - Due 2\textsuperscript{nd} February, 2016**


   b. **ASP 2 – Due 16\textsuperscript{th} February, 2016**

      Individually, students are required to select an academic article on Human Resource Development of their choice and complete an analytic summary paper.

      **This summary paper should be between 4-6 pages and APA perfect. Students are required to use the following prompts to guide the ASP:**

      a) The most important point of the article:

      b) Identify evidence in the article that supports or illustrates the most significant point or theme as well as anything that seems to contradict it.

      c) Ways in which our text or other readings support or contradict the author’s findings.

      d) Identify the work’s underlying assumptions about the subject, as well as any biases it reveals.

      e) Explain how the author’s points resonate with your experience as a practicing professional in human resource development (if you are) or as an employee. If you have no experience in either capacity with the topic then project situation where you think it might have been helpful or why it would not have been useful.
f) Identify new concepts and/or insight that the article provided you (be specific). Make a statement about the value of this new information to you. Or if nothing is new, explain why nothing new is apparent to you in the article. For example where have you encountered these concepts previously?

g) Identify questions the article generated about the topic and/or the field of vocational/technical education, employment and training and/or career education, (be specific).

3. Field Experience/ Organization Analysis

This assignment requires you to visit a human resource development office and conduct an interview with an HRD professional in that area. **Have your site approved by the professor well before you schedule an appointment.**

Use the below listed information as a guide:

**Organization Background**

- Background information of the organization
- Organizational context of the HRD department or function (org chart if possible)
  - Here you are seeking to find out who authorizes HRD work.
  - Who (what office or position) has influence over the work?
- Department structure (org chart if possible)
- Major purpose(s) and/or mission
- HRD professional position titles

**Services**

- HRD Services
  - What are the types of tasks done by employees in HRD?
- Design inputs for Programs/Activities/Services
  - What sources are used for gathering ideas about training or program design?
  - This may include a needs assessment or other more informal ways.
  - What HRD models, HRD theories, learning theories, etc. influence training?
  - Training delivery methods
  - General information regarding training practices
- Target population(s)
  - What is the process for selecting participants for training?
- Evaluation strategy(ies), if any

**Qualifications**
SYLLABUS

- HRD professional background & preparation for the position
  - What type of background do HRD professionals have?
  - What type of qualifications does the organization seek?
  - What type of professional development training are made available for HRD professionals?
  - What type of professional organizations/associations are HRD required or encouraged to be apart of?

Analysis

- Why have you selected this particular organization?
- How have the information gleaned contradicts or supports what you have learned from your text or other related course readings.
- What recommendations you would make to this organization regarding training and development?

Your organizational analysis should thoroughly discuss the items you include and you should take every opportunity to discuss your findings as compared with concepts identified in our text and in other sources used in our course.

4. Literature Review

Individually, students are required to select a research topic of interest related to Humans Resource Development and create a literature review. The length of this document should be between 8-10 pages, not including references, and should be APA perfect. The written literature review and oral presentation (not exceeding 10 minutes) is due March 8th, 2016.

5. Group Presentation

Within groups not to exceed three, students are required to select a presentation topic outlined below, research the topic and facilitate a 30 minute presentation. Students are required to utilized current research (from academic journals, reports, books etc), and are to ensure the presentation is student-centered, creative and includes visual aids.

a. Learning Organizations and Organizational Learning
b. Transfer of Training
c. History of Human Resource Development
d. Learning Theories
e. Online vs. Traditional Learning
f. Instructional Design Models
g. Scholars in the field of HRD and their contributions
**Grading Scale**

A – 92-100  
B – 84 - 91  
C – 76-83  
D – 68-75  
F – 67 and below

**Required Readings:**

2. Supplemental reading assignments on D2L.

**Policies**

1. Attendance points are recorded at the beginning of class and reviewed for participation. If you know you need to miss more than one day of class, please discuss the reason with the professor on the first day of class or very soon thereafter.

2. The grade of A will not be assigned to late assignments. Assignments are considered late if they are not submitted at the beginning of the class period of the due date. Late assignments (under extenuating circumstances as determine by the instructor) will not be accepted past one week of the due date.

3. Assignments are to be submitted online via D2L unless a hardcopy is required by the course facilitator.

4. It is each student’s responsibility to get class information from classmates when s/he misses a class. The professor will not repeat lectures during office hours. Further clarification of course concepts and answers to questions can be provided during office hours.

5. Assignments and schedules may change at the professor’s discretion.

6. Assignments should be written in accordance to APA

7. Students are expected to attend class, read assigned materials, participate in class activities and complete other requirements as may be assigned. Most problems and disagreements between students and instructors can be avoided by open communication at the beginning of a course. Therefore, you are encouraged to ask your instructor about any issue not understood.
8. Regarding all other matters, students should adhere to the Student Conduct Code available at http://policies.siu.edu/documents/StudentConductCodeFINALMay32011.pdf

9. Information on academic honesty and plagiarism are available at http://libguides.lib.siu.edu/plagiarism

10. Students will follow proper etiquette for communicating electronically. Proper “netiquette” includes: identification of the writer (including affiliation and title if applicable), avoidance of excessive punctuation (e.g., exclamation points), abbreviations, highlighting (e.g., bold face type), inappropriate language, and emotion (e.g., all caps).

STUDENTS WITH DISABILITIES/NEEDING ACCOMMODATIONS Any student with a physical or learning disability that may require reasonable accommodations (seating, hearing, testing, reading, etc.) should contact the professor early in the course for assistance. It is the responsibility of the student to disclose and provide evidence of a health condition that may impact her/his ability to complete assignments/the exam. Students should go to the SIUC Disability Support Services office to receive documentation of the need for accommodations.

ACADEMIC HONESTY Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Unauthorized copying of software and violation of copyright laws are also serious infractions. A claim of ignorance regarding what constitutes plagiarism is not an excuse to use other(s)’ works. Plagiarism will result in the grade of F on the assignment that included plagiarism and will be reported to the department chair.

4. Emergency Procedures:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering.
emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

5. SIU policy on “incomplete” as a course grade An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. Students should not register for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from changing to an F.

6. Supplementary assistance: With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or http://disabilityservices.siu.edu/ and should notify the instructor the first week of class.

7. Statement on Inclusive Excellence – SIU contains people from all walks of life, from many different cultures and subcultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well as an essential preparation for any career.

**Tentative Course Schedule:** This is a tentative schedule for topics to be covered in class. It is subject to change depending on class discussions and progress and should not be taken as a contract.

Jan 19  
Welcome and Introduction  
Review of syllabus  
Explanation of Assignments  
Explanation of midterm and final examination  
Assignment of group members and selection of topics.  
Post introduction on D2L

Jan 26  
Defining HRD and HRM Chapters 1 and 2, Swanson & Holton assigned readings

Feb 2  
Chapter 4, Swanson & Holton assigned readings  
ASP 1 Due
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<tr>
<th>Date</th>
<th>Assignments</th>
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<tr>
<td>Feb 9</td>
<td>Chapters 5 and 6, Swanson &amp; Holton assigned readings</td>
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<tr>
<td>Feb 16</td>
<td>Chapters 7 and 8, Swanson &amp; Holton assigned readings</td>
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<td>ASP 2 Due</td>
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<td>Feb 23</td>
<td>Chapter 9 and 10, Swanson &amp; Holton assigned readings</td>
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<td>Quiz 1</td>
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<td>Mar 1</td>
<td>Chapter 11 and 12, Swanson &amp; Holton assigned readings</td>
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<td>Mar 8</td>
<td>Midterm Paper and Presentation (Literature Review)</td>
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<td>Mar 15</td>
<td>Spring Break – No classes!</td>
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<td>Mar 22</td>
<td>Chapter 13, Swanson &amp; Holton assigned readings</td>
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<td>Apr 5</td>
<td>Chapter 14 Swanson &amp; Holton assigned readings</td>
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<td>Field Experience/Organization Analysis Paper Due</td>
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<td>Apr 12</td>
<td>Chapter 15 Swanson &amp; Holton assigned readings</td>
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<td>Quiz 2</td>
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<td>Apr 19</td>
<td>Chapter 16 Swanson &amp; Holton assigned readings</td>
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<td>Apr 26</td>
<td>Chapter 17 Swanson &amp; Holton assigned readings</td>
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<td>May 3</td>
<td>Chapter 18 and 21, Swanson &amp; Holton assigned readings</td>
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<td>Quiz 3</td>
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<td>May 10</td>
<td>Final Project Due</td>
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*Be advised that the syllabus is not a binding contract and is subject to change at the instructor’s discretion.*