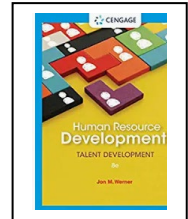_____

Instructor: [Dr. Mark L. Johnson, University Professor]
Course: [HRD 796-65 HRD Foundations]
Office: [KTC Room #S208]
Hours: [M-F, 9-3]
Phone: [620-235-4628]
E-mail: [mjohnson@pittstate.edu]
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Textbook

Werner, J.M., Human Resource Development, 7th Edition, (2017), Ohio, Thomson South-western, ISBN-13: 978-1-337-29653-3

Instructional Resources

PowerPoint slides and additional information may be found on the CANVAS site for this class. All PowerPoints have been created based on the course text.

http://www.onetonline.org/ (Links to an external site.)
http://www.bls.gov/ooh/ (Links to an external site.)

Catalog Course Description

This course will include the discussion of roles, functions, principles, and theories of employee training, learning, education, development, and performance and their relationships with other disciplines.

Prerequisites

        While no prerequisite courses are needed for this class, students should be able to:

1)navigate and use CANVAS

2) create a Microsoft Word document to submit their work

3) download PowerPoint and Word files

4) use the various options while watching YouTube lesson videos

5) use the PSU Library search system for researching articles and citing them in their journal reviews and their final research paper.

Course Objectives / Learning Outcomes

Upon completion of the course, students should be able to:

(1) Explain Human Resource Development Foundations, including a description of what HRD is and its history, an explanation of how people learn, and an explanation of how people are motivated.

(2) Differentiate the activities performed in each of the stages of the ADDIE model, including Analysis, Design, Develop, Implement and Evaluate.

(3) Explain the employee socialization process types of skills and technical training provided by HRD

(4) Explain the functions of Performance Management, Career Development, Management Development and Organizational Development.

(5) Explain the importance of Health and Wellness Programs, as well as the need for Diversity training.

Note: Corresponding Module objectives can be found at the beginning of each module.

Course Content

A. Situational Challenges

To emphasize the importance of human interaction and communication in the HRD process, this class will review various teambuilding exercises. In each challenge, an interactive exercise is explained that involves pragmatic approaches to soft skill development techniques used in the HRD field. After reading the exercises, students should post their response, briefly identifying the important concepts they learned from the exercise and give an example of where this could be used in real life situations. These posts will count as 10% of your grade.

B. Email

All students, upon registering for classes at Pittsburg State University, have a pre-assigned email address and account. All students are to use this email account or provide another active email address for the instructor. Reminders and notices of exams will be provided by the email provided by the student.

C. Written Assignments

Students are required to read and report on journal articles related to the field of HRD. Each student is to complete a review of **three articles,** one for each of the respective units of this course: 1*) HRD Foundations*; 2) *HRD Framework*; and 3) *HRD Applications.* Students should use the format provided by the instructor and include a copy of the article stapled with the journal review. Each journal review should be 1-2 pages, double-space, 12 point font, using appropriate grammar and punctuation. The paper should include a single

paragraph abstract summarizing the article and three or four paragraphs of personal examples from your own experience related to the topic. The articles will count as 10% of your grade in this class.

D. Case Studies

Students are required to read and report on one of any of the opening case studies found in the textbook for this class. These are found adjacent to the title page of each chapter. They are to select one of the chapter case studies, read it, then prepare a 3-5 page paper answering the questions in the case study, and prepare a brief PowerPoint presentation summarizing their findings and recommendations for the study. Refer to the Rubric found in the Case Study Module on the format and how the paper and ppt. will be graded. The case study (paper and ppt. together) will count as 10% of your grade in this class.

E. Exams

There will be two unit exams. The Unit I Exam will cover lessons 1-3, while the Unit II Exam will cover lessons 4-7. Exams will be a mixture of case study, short-answer and essay questions. The exam scores combined are worth 20% of your grade in this class.

F. Final Exam

The final exam will be a comprehensive exam, with questions coming mostly from Unit III, lessons 8-15, although there will be questions over the other units covering the broad principles covered in the class. This exam will be primarily essay questions and case study questions. The final exam score is worth 20% of your grade in this class.

G. Class Project

To emphasize the importance of design and development, this class will make use of a Research project. To assist students in better understanding career opportunities in the field of HRD, students will be required to complete a 10-15 page paper over one of the following HRD career fields: instructional designer, program developer, OD consultant, learning specialist, training facilitator, instructional media, etc. Students will submit the document using 12 point Times New Roman font, double spaced, with at least 3 sources sited, using APA format. Completion of this project will count as 20% of your grade.

H. Instructor Feedback

The best way to contact with instructor is by email. Student can expect to receive feedback within 48 hours from the instructor when emailing Monday through Friday. Emails sent on weekends will be answered by Tuesday of the next week. Students may email samples of their work to the instructor for critique and review without penalty as many times as they wish prior to the deadline for each respective assignment. After that, all work will be accepted as is. If students need to meet with the instructor in person or to talk to him over the phone, they should email the instructor and request a suggested time. He will email back within the 48 hours to verify time and date. In regards to assignments, students can expect these to be graded within one week of the submission deadline for the respective assignment.

Teaching Methods

Readings in textbook, and other printed materials

PowerPoint presentations

Journal Reviews

Research papers

Attendance Policy

Students should plan to view the CANVAS site weekly. Students who fail to visit the site will miss much of the discussion and information that will be provided for the class. Participation in class discussion will count for 10% of your overall grade. Students are to reply a minimum at least once to each discussion board forum and situational challenge and respond to at least one other student response for each discussion. Students will be scored based upon the following criteria:

NOTE: Participation means more than just posting a quick single phrase. It means being a contributive member of the class. Read ahead and be prepared to post more than mere recitation from the text. For assigning participation points in the discussion posts and situational challenge forums, the following rubric will be used:

100%	Actively discusses things, offering lots of personal examples and experiences.
75%	Actively discusses things, offering personal examples and experiences.
50%	Posts regularly, offering examples from the text or other sources.
25%	Posts occasionally and sporadically, offering little to no examples
0%	Not posting to the discussion forum or situational challenges.

Classroom Conduct

Please use the following rules of netiquette as you post to **online discussions** and send **messages** to me and fellow students in the course:

1. Use **professional language**. Always say please and thank you and leave the "smiley faces" and other text abbreviations out of messages and posts. Be positive and constructive in your feedback to replies to students.
2. **Try not to use all caps**--it comes across as shouting to the reader. Use "**bold**" formatting or use quotes to emphasize a word or phrase.

3. User **proper language and titles**--no slang or profanity.   Even if a word is one you consider to be "not so bad", it could be offensive to others.
4. **Review posts and messages before saving**. Check for grammar and spelling errors and restate your message when necessary.
5. **Ask for clarification.** If you do not understand an assignment or feedback from me, please ask for clarification. I will do my best to word my posts/messages as clearly as possible, but in an online environment, I cannot "see" if my messages are being understood.

If proper netiquette is not followed, you will not earn full credit on your assignments.

Academic Integrity

All Pitt State students are bound by the academic integrity policies of the university as described and outlined in the current Syllabus Supplement. Please familiarize yourself with these rules and guidelines. In addition, as a course offered through the Kelce College of Business, students in this class are obligated to adhere to the college's Student Code of Ethics as outlined below.
Students pledge to:

- Arrive on time, remain until dismissed at all class sessions, and notify instructors in advance of anticipated absences, late arrivals, or early departures whenever possible.

- Turn off cell phones or other electronic devices while in class, unless permission to use them has been granted.

- Refrain from class disturbances.

- Refrain from use of profane or vulgar language in a threatening or disruptive manner.

- Treat fellow students, staff, faculty, administrators, and property with respect.

- Refrain from giving or receiving inappropriate assistance.

- Prepare assignment and exams honestly, refraining from such unacceptable conduct as plagiarism or unacknowledged appropriation of another's work in any academic work.

- Obey the policies, regulations, and laws of the United States of America, the State of Kansas, The Kansas Board of Regents, Pittsburg State University, and the Gladys A. Kelce College of Business.

- If a student observes someone committing dishonesty in connection with academic work, the student is encouraged to report that dishonesty to the appropriate individual (ex, faculty member, or administrator).

Students with Disabilities

Please inform the instructor if you have a learning or physical disability that interferes with course requirements. Assistance and/or appropriate accommodations may be available through the contacts listed on the current Syllabus Supplement.

Course Evaluation Methods

A. Overall Evaluation

   1. The student is graded on his or her ability to demonstrate an understanding of the material presented, as evidenced through unit and final exams.

   2.   The student is evaluated on the quality of researched articles related to the field of HRD and case study assignments.

   3.   The student is evaluated on their active participation in class activities and discussion.

B. Evaluation Criteria

1.   Class Participation   100 points

    Discussion Posts (50)

    Situational Challenges (50)

2.   Exams   200 points

    Unit I Exam   50 points

    Unit II Exam   50 points

    Final Exam   100 points

3.   Written Assignments   100 points

    Journal Articles (50)

    Case Study (paper/ppt.) (50)

4. Career Research Paper   100 points

Total   **500 points**

   C. Grading System

       1. A=90-100%

       2. B=80-89%

       3. C=70-79%

       4. D=60-69%

       5. F=59% or lower

Note

The instructor reserves the right to amend and to reorganize this syllabus at any time.