

HRD 3100/306 – Introduction to Human Resource Development – 4 credits
228 Oakland University Macomb Center
6:30 – 9:50 pm
January 9 – April 24, 2018
Tuesday

Instructor	Dave Strubler, Ph.D. Text 248-221-8915 (no voice mail please) or email at strubler@oakland.edu
Office Hours	Wednesday or Thursday 11-1:20 pm on campus OR, before or after class at Macomb Center (please stop by or schedule an appointment)
Required Text	Werner, J.M., & DeSimone, R.L. (2012 or later). <i>Human Resource Development</i> (6 th edition). Thomson-Southwestern.
Course Description	This course introduces you to the fundamentals of human resource development (HRD) beginning with a historical overview of the topic. The course focuses on effective HRD needs analysis, program design, implementation and evaluation along with specific topics such as employee counseling and wellness, career development, management development, organizational development, and diversity.
Student Responsibilities	Students are expected to come to class prepared, having read and/or completed the quizzes & assignments. Complete assignments well and on time. You are responsible for obtaining all class handouts whether you attend class or not. Most are in Moodle. For group projects, do your share of the work. Because you are learning about the profession of Human Resource Development, you are also expected to behave in a positive, respectful and cooperative manner toward others. Failure to do so can affect your grade.
Technology	Laptops, pads, and phone are welcome for class use. Please do not distract yourself or others with non-class-related use of technology.
Evaluation	Assignments, Exams, a Paper, a Project, and Presentations = 100 points -Weekly chapter quizzes = 2 points each x 10 = 20 points -Two multiple choice exams OR essay = 15 points each x 2 = 30 points -Individual Paper = 25 points <u>-Indiv./Group Training Module Project and Presentation = 25</u> -Total Points = 100

Schedule

During the course, we will normally complete one chapter per week. Assignments are updated in class and are in the course schedule in Moodle.

Quizzes and Exams (50%)

Quizzes are multiple choice (2 points per quiz, total 20%). The purpose of the weekly quiz is to ensure that you have watched the lecture and read the chapter before coming to class. You will also be ready to contribute to discussions and applied exercises related to the topics from the chapter. The quizzes prepare you for the exams also.

Two exams are a major part of your grade (15% each for a total of 30%) and are based on the textbook, class participation, and the lecture. The first multiple choice exam occurs online after the completion of Chapter 7. The second exam is also online and closes on the last regular day of class. Students may choose an essay exam instead, turned in by email a few days after the multiple-choice exam closes online. Also, students may take both exams and receive the higher of the two grades. Taking a second exam option is NOT extra credit.

Individual/Group Training Module Assignment (25%)

You will be paired with two other class members to form a training team. There are normally a total 10 teams. Five teams per class session in the two weeks prior to the final exam will deliver 25-minute training modules. A module is a training unit with clear and achievable learning objectives. Your group will select a HRD work-related topic and then design and deliver the learning module in class, i.e., you will teach/train your classmates. You will receive a training module development checklist to guide your group in the design and delivery process and be graded according to the quality of the content and delivery of the module. Students will turn in a final training notebook with all relevant materials as required in the checklist. All three members of your group must be involved equally in development and delivery of the project. You will rate your team members based on their active participation from the beginning to the end of the project. Your evaluation of each other will be part of *their* grade. You will receive a combination individual and group grade for a total of 25% or 25 points.

Individual Research Paper Assignment (25%)

Research and write a Human Resource Development paper of interest to you and in line with your career aspirations. Your first guide for selecting a paper topic is the list of subjects in your text and those covered in class. So as we read and discuss chapter topics, you should think about which topics are of greatest interest to you. Further, there is a subject index at the back of your textbook. You can pick a HRD topic related to another field of work. For example, if you work or plan to work in manufacturing, healthcare, or retail, you may choose a HRD topic related to that field (see examples

below). Another option is to write a paper related to your group project. This is not required but is optional.

Once you have decided on the general topic area, the research begins. Please note that there are also Endnotes in the back of your text. These are the references the author used for the chapter. Looking up and reading these articles (consult your librarian) will give you ideas, information, and references for the paper. ABI/Inform is one of several indexes available through the library. Here are examples of paper topics:

- Cross-Cultural Training for American Expatriates Working Overseas
- Are Corporate Universities Worth a Company's Investment?
- The Effects of Job Rotation on Employee Retention and Learning
- What are the elements of a Learning Organization?: The Case of (Name of company)
- Applying Levinson's "Eras" Model of Adult Development at MacDonald's
- Using Social Learning Theory to Train Manager's to Discipline Employees
- Training Staff in HR Software and Systems
- Coaching and Counseling Performing and Non-Performing Employees
- The Power of Lean Training for Manufacturing Companies
- Motivating Employees to Engage in Continuous Learning
- What do you do with a Drunken Sailor (Employee)?

Paper Requirements -8 pages of content PLUS 8 references appropriately cited in *BOTH* the body of the text and in the reference list at the end of the paper. COVER PAGES, ABSTRACTS AND REFERENCE PAGES DO **NOT** COUNT AS PART OF THE 8-PAGE CONTENT REQUIREMENT. There is a **10 percent reduction in grade** for every page of content that is missing. Arial, Number 12 font, spacing = 1 ½ to 2. DO **NOT** QUADRUPLE-SPACE BETWEEN PARAGRAPHS. NO GRAPHS. Grammar and spelling count 15% of your grade so be sure to use grammar and spell check. No run-on sentences of more than 25 words. No paragraphs longer than one-half page. **NO LISTS of items** - only narrative writing.

The entire paper, with the exception of limited quotes, *must be written in your own words*. Plagiarism is a serious violation of academic integrity and will result in a failed grade for the assignment. Therefore, do **NOT** copy papers, sentences, or paragraphs from electronic or other sources except to use and cite a limited quote. Do not purchase papers. Every idea from any source must be cited in the body of the text and in the reference list. This normally means that you will have at least one reference for every paragraph you write. Turn in papers on the scheduled date and time. Late papers will result in a reduced grade at the discretion of the instructor.

You must interview and cite as a reference at least one professional person who works in the field you are studying. For example, you may choose to interview the HRD manager from the company where you work.

Start your paper with an introduction in which you clearly state your theme/purpose and lay out the major points or ideas that you will be discussing in the body of the paper. In the body of your paper, dedicate one or more paragraphs to each of your major ideas.

Always back up every idea in your paper with evidence. Evidence may include facts, statistics, quotes, or examples. All evidence requires a properly cited reference. Any idea that you take from an outside source must be cited in the body of the paper at the end of the sentence, e.g., (Strubler, 2014). If you use a quote, it must include the page number also (Strubler, 2014, p. 25). Further, all references are to be listed in alphabetical order by last name of the author in the reference list. I suggest that you use the APA (American Psychological Association) system for referencing, however, other referencing systems are acceptable, e.g., Chicago, MLA, etc. Here are two examples for citing references in the body of the paper.

Processes are all the integrated tasks or steps needed to reach a specific outcome (Cornesky, McCool, Byrnes, & Weber, 1992).

Or if you use a quote, it should be *no more than one sentence* and look something like this:

Participants are trained in the use of problem solving techniques but with an emphasis on “understanding and continuously improving the processes that give rise to the problems” (Seymour, 1993, p. 75).

How to Cite Sources for a Reference List

For a book:

Bohlander, G. & Snell, S. (2010). *Managing human resources*. (15th ed.). Mason, OH: South-Western/Cengage.

For a trade journal article:

Blythe, A. (2008, May). Looking after the crème de las crème. *Training & Coaching Today*, 13.

For an academic journal article:

Buchner, T.W. (2007). Performance management theory: A look from the performer’s perspective with implications for HRD. *Human Resource Journal International*, (10)1, 59-73.

From a website:

Voluntary Protection Programs (2011). OSHA. Accessed on March 20, 2011 at <http://www.osha.gov//dcsp/vpp/index.html>.

For an interview:

Strubler, D.C. (May 24, 2016). Personal Communication.

Your Professor – David C. Strubler, Ph.D.

Dave Strubler is a Professor in the School of Education and Human Services in the Department of Organizational Leadership. In 2013, he came to OU from Champlain College in Burlington, Vermont where he was Dean of the Robert P. Stiller School of Business. Previously he served in various roles at Kettering University including Associate Professor, Associate Vice President of Graduate & Corporate Education, Head of the Department of Business, and Director of the Delphi On-Site Education Program. Strubler won the Outstanding Teaching Award at Kettering in 1999. He has 17 years of experience as a human resource, education and training manager at Oakland University, Nissan Technical Center, and with Delphi (through Kettering University). After graduating from Central Michigan University with a B.S. in Biology and Conservation, Strubler designed, developed and directed an outdoor experiential education program for troubled youth in northern Michigan.

He earned a Ph.D. in Organizational Communication from Wayne State University and an MA (Human Resource Management) from Central Michigan University. His research interests include human resources, organizational development, international management and communication, and ethics and leadership. He has many publications including articles in "Human Resource Management," "Public Personnel Management," "Small Group Communication," and the "Journal of Management Inquiry" plus blogs on the "Harvard Business Review" website.

Professor Strubler is a graduate of four mountaineering schools and has climbed more than thirty peaks in the U.S. Other outdoor interests include hiking, biking, rock climbing, and canoeing. His work has taken him to China, India, UAE, Russia, Ireland, England, and Germany. His cultural interests include pastel painting and music. He managed a music and art barn for five years. With his wife, Ann, he started the "Music in the Meadows" summer concert program in Oakland Township, Michigan. He is executive producer of a documentary film called "The Tapestry – A Musician's Journey" - premiered and webcast on November 20, 2016 with the Detroit Symphony Orchestra at the Max M. Fisher Center for Music in Detroit. His current research is work resilience, engagement, and motivation (R.E.M.) in the work place and the power of apprenticeships.

He is married to Ann Strubler, a retired violinist with the Detroit Symphony Orchestra. They have three grown sons and two grand children. He moved to Rochester, Michigan at age four and attended Rochester public schools K-12.