# "WBUlogo"

Campus Name

School of Business

# 2. UNIVERSITY MISSION STATEMENT

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

# 3. COURSE NUMBER & NAME:

MGMT 6316-VC01, Human Resource Development

# **4. TERM**:

Fall, 2019

# **5. INSTRUCTOR**:

Dr. Sheron Lawson

# **6. CONTACT INFORMATION**:

Office phone: 682-250-4003

WBU Email: lawsons@wbu.edu

# **7. OFFICE HOURS, BUILDING & LOCATION**:

 By appointment via telephone & Online

# **8. COURSE MEETING TIME & LOCATION**:

Online

# **9. CATALOG DESCRIPTION**:

Examination of human capital theories of human resource management including issues of organizational structure and its impact on human/organizational performance.

# 10. PREREQUISITE: Doctoral student status

# **11. REQUIRED TEXTBOOK AND RESOURCE MATERIAL**:

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| --- | --- | --- | --- | --- | --- | --- |
| **BOOK** | **AUTHOR** | **ED** | **YEAR** | **PUBLISHER** | **ISBN#** | **UPDATED** |
| Handbook of Human Resource Development | Chalofsky/Rocco/Morris | 1st | 2014 | Wiley | 9781-11845-4022 | 9/20/17 |

**NOTE:** VitalSource etextbook

**For student access:**

1. Every Course in Blackboard has a link to eTextbook [Vital Source] embedded in the course menu, with basic instructions.
2. Printed copies will NOT be available through our bookstore.  Students can purchase via Amazon or similar vendor if desired, but the cost is usually substantially more expensive.
3. Students will “register” to access their library.
4. They will be able to read and interact with their textbook from that location.

# 12. OPTIONAL MATERIALS

• Publication manual of the American Psychological Association (APA) (current edition) Washington, DC: American Psychological Association.

# **13. COURSE OUTCOMES AND COMPETENCIES**:

* Critique and synthesize theories in human resource development as strategic tools
* Propose research projects that extend or combine research in human resource development
* Apply human resource development research theories to current management problems
* Evaluate human and intellectual capitals to meet strategic needs
* Interpret current legal issues in human development

# 14. ATTENDANCE REQUIREMENTS:

As stated in the Wayland Catalog, students enrolled at one of the University’s external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

# **15. STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY**:

Wayland Baptist University observes a zero-tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported, and second offenses will result in suspension from the university.

# **16. DISABILITY STATEMENT**:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

# **17. COURSE REQUIREMENTS and GRADING CRITERIA**:

 It is expected that the student will spend approximately six to ten hours a week engaged in course work and course preparation. All course work should be typed. Course work submitted late is subjected to a grade reduced of 1.5% for each day the assignment is late. For the sake of time management, see paragraph 18, Tentative Schedule. I list below a breakout of course requirements:

1. **Synthesis Literature Review Papers (SLR):** During the term, there will be four (4) Synthesis Literature Review Papers. Each synthesis paper will correspond to one of the four sections in the course schedule. The Discussion Board assignments are pre-requisite for the SLR. Specific requirements and grading rubric will be found in Blackboard Course Content tab. **The four** **Discussion Board forums represent 30% of the total grade.**
2. **Discussion Board, Peer Response, and Reflection (DBPRR) Post.** The course consists of four sections and eight major objectives. For each section, students are required to find five (5) appropriate peer-reviewed journal articles and write a literary review for each article. The student will develop professional competence and increased self-awareness by writing peer synthesis posts. The students are required to write a response to each class member Discussion Board post. The peer response posts will reflect the application of HRD theories, principles and concepts from the weekly reading assignments. The specific requirements, format, grading rubric, and due date will be found in the Course Content tab, within Blackboard. **The five Discussion Board, Peer Response, and Reflection posts represent 30% of the total course grade.**
3. **Human Resource Development (HRD) Semester Research Proposal (HRDSRP):** The student will develop a specific HRD research paper from the Discussion Board and Synthesis Literature Review assignments. The specific requirements, format, grading rubric, and due date will be found in the Course Content tab, within Blackboard. **The HRD Research Proposal represents 30% of the total course grade**
4. **Applied Research Project Description-** As part of the requirements for this degree, students will complete an Applied Research Project that will be completed by Term 10 in the MGMT 6220 course. Through this project, students will integrate key concepts, theories and skills that they have learned throughout the program. The project should relate to the students’ professional interests and responsibilities. Students should identify some problem or issue within their organizations for which they can apply what they have learned in the program in the development of a solution to the problem or issue. Key components of the project should include:

Chapter 1: An Introduction to the problem or issue.

Chapter 2: A Literature Review that provides insight into the problem or issue from previous scholarly research.

Chapter 3: A proposed Methodology for the study that will be conducted. (The study method can be quantitative, qualitative or mixed methods).

Chapter 4: A Report of the Results.

Chapter 5: Conclusions / Findings and Recommendations for the problem solution.

The formal project deliverable will not be completed until the tenth term of the program during MGMT 6220. However, in order for students to accomplish this, they will need to work on the project throughout their program. Thus, during this class you should do the following:

Continue to add to the Annotated Bibliography from which the Literature Review will be developed.

Monitor the Project Plan timeline.

Upload the revised Annotated Bibliography to MGMT 6220.

**The Applied Research Project (ARP) represents 10% of the total course grade**

1. Means for Assessing Outcome Competencies:
2. Procedures Used to Compute Final Course Grade:

|  |  |
| --- | --- |
| **Evaluated Area** | **Percentage** |
| 1. Synthesis Literature Review Papers | **30%** |
| 2. Discussion Board, Peer Response, and Reflection Posts | **30%** |
| 3. HRD Semester Research Proposal | **30%** |
| 4. Applied Research Project (ARP) | **10%** |

1. Grading Criteria:Letter grades from "A" to "F" will be issued to student based on individual work. The grading criteria are listed below:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Points** | **Percentage** |
| **A** | 100.0 points to 89.5 points  | 100% to 90% |
| **B** | 89.4 points to 79.5 points | 89% to 80% |
| **C** | 79.4 points to 69.5 points | 79% to 70% |
| **D** | 69.4 points to 59.5points | 69% to 60% |
| **F** | 59.4 and below | 59% and below |
| **I** |  | Incomplete: See important grading information below |

**17.1 Grade Appeal Statement:** “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

**Late Policy**

Unless there are special circumstances as noted below, all work (including Discussion Board assignments and any other graded assignment) must be submitted by the due date.

* Assignments submitted within one week after the due date will receive a 10% deduction.
* Assignments submitted more than one week, and less than 2 weeks late will receive a 20% deduction.
* Assignments submitted two weeks late or after the final date of the course will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.  ***To be considered for an exemption to the policy, students must contact the professor in advance of the due date.***

# 18. TENTATIVE SCHEDULE

| **Date & Session** | **Weekly Activities** | **Assignments** |
| --- | --- | --- |
| Weeks 1 - 2 | **SECTION I:** **Objective 1: FOUNDATIONS OF THE DISCIPLINE OF HRD** Psychological Foundations of HRD, System Theory and HRD Adult Learning **Objective 2: ISSUES AND PERSPECTIVES ON HRD** Perspectives on the Concept of Development for HRD, Feminist Turn in HRD, Corporate Social Responsibility and HRD | SLRDBPRRSee Blackboard for assignments information |
| Weeks 3 - 4 | **SECTION II:** **Objective 3: DEVELOPING THE WORKFORCE** Expertise Through the HRD Lens: Research Trends and Implications, Competence: Bases for Employee Effectiveness, Workplace Learning, Guiding HRD Research in the Work/Life Interface**Objective 4: MANAGING THE WORKFORCE** Aging as a Career Development Challenge for Organizations, A Social, Justice Paradigm for HRD: Philosophical and Theoretical Foundations,Disability, Health and Wellness Programs, and the Role of HRD, International and Cross-Cultural Perspectives of HRD  | SLRDBPRRHRDSRP – Concept PaperSee Blackboard for assignments information |
| Weeks 5 - 6 | **SECTION III:** **Objective 5: HRD IN THE ORGANIZATION** Trends and Issues in Integrating Knowledge Management and Organizational Learning for Workplace Performance Improvement Linking Motivation to Workplace Learning Transfer: The Role of Implementation Intentions and Personal Initiative, Coaching, Mentoring, Talent Management as a Strategically Aligned Practice **Objective 6: MANAGING HRD** Strategic HRD: Adopting a Philosophy, Strategies, Partnerships, and Transformational Roles, Morality and Ethics in HRD  | SLRDBPRRHRDSRP – Literature ReviewSee Blackboard for assignments information |
| Weeks 7 - 8 | **SECTION IV:** **Objective 7: INNOVATIVE APPLICATIONS** Action Learning: An HRD Tool for Solving Problems, Developing Leaders, Building Teams, and Transforming Organizations, Virtual HRD Developing Strategic Mindsets in HRD: Toward an Integral Epistemology of Practice, Emotional Intelligence and Its Critical Role in Developing Human Resources**Objective 8: FUTURE DIRECTIONS** National HRD, Certification of HRD Professionals Standards and Accreditation of HRD Academic Programs  | SLRDBPRRSee Blackboard for assignments information |
| Week 9 | **Human Resource Development (HRD) semester Research Proposal*** Final Paper
 | HRDSRP –Final Paper |
| Weeks 10-11 | **Applied Research Project (ARP)*** **Submit draft – Week 10**
* **Revised paper – Week 11**
 | Draft paperRevised draft |

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| Note: The professor reserves the right to alter this schedule as needed. Any revisions to this study plan will be announced through email to student’s WBU email account.  |

# 19. ADDITIONAL INFORMATION

**Course/Assignment Information:**

1. Time all assignments are due is 11:59 p.m. (Central Time Zone).
2. All written assignments will be in the APA Publication Manual (6th edition) writing style, 12-point Times New Roman and double-spaced. Additionally, all written assignments will be assessed on the basis of content, as well as, quality of grammar and punctuation, and proper application of APA writing style.
3. All work will be the original work of the individual student. Academic honesty is expected of all students. Plagiarism, cheating, and other acts that lack academic honesty will result in a zero (0) for an assignment, and additional actions as outlined within online WBU Academic Catalog.