

**Virtual Campus**

**SCHOOL OF BUSINESS**

**SYLLABUS**

1. 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.

2. Course: **MGMT 6316**– **VC01, *Seminar in Human Resource Development***

3. Term: **Spring 2018**

4. Professor: **Dr. Sheron Lawson**

5. Office Phone and email: **620-755-7741; lawsons@wbu.edu**

6. Office Hours, Building, and Location: **By Appointment; Online**

7. Class Meeting Time and Location: **This course meets weekly through Virtual campus - Blackboard.**

8. Catalog Description:

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

9. Prerequisites: **Doctoral student status**

10. Required Textbook and Resources:

**Chalofsky, N, Rocco, T. and Morris, M. (Ed.). 2014. *Handbook of human resource development.* Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 978-1-118-45402-2.**

11. Optional Materials:

* ***Publication manual of the American Psychological Association* (APA) (6th ed.) Washington, DC:**

**American Psychological Association.**

* **Student may consider purchasing an APA software program.**

12. Course Outcome Competencies: Upon completion of this course the student should be able to:

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

13. Attendance Requirements On-line Course: Students are expected to attend and participate in all required instructional activities in this course. I incorporated specific weekly instructional activities within this course. Online attendance and participation is defined as actively logging into the course Blackboard site weekly and engaging in scheduled weekly instructional activities, such as, participating within a discussion board forum and submitting completed assignments. Lastly, any student whose absences exceeds 25% or more of this online course may receive an F for that course. Note: 25% equals to 3 classes of the 11 class sessions scheduled. Additionally, a *Report of Unsatisfactory Progress* for excessive non-participation may be filed with the Dean of the School of Business.

**Undergraduate academics**

14. Statement of Plagiarism and 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.

15. 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” (online WBU Academic Catalog).

16. 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 17, Tentative Schedule. I list below a breakout of course requirements:

1. **Synthesis Literature Review Papers (SLR):** During the term, there will be eight (8) Synthesis Literature Review Papers. Each synthesis paper will correspond to one of the eight sections in the required text. Specific requirements and grading rubric will be found in Blackboard Course Content tab. **The eight** **Discussion Board forums represent 40% of the total grade.**
2. **Discussion Board, Peer Response, and Reflection (DBPRR) Post.** 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 eight Discussion Board, Peer Response, and Reflection posts represent 30% of the total course grade.**
3. **Human Resource Development (HRD) Applied Research Proposal (HRDARP):** The student will develop a specific HRD research proposal. The specific requirements, format, grading rubric, and due date will be found in the Research Proposal tab, within Blackboard. **The HRD Research Proposal represents 30% of the total course grade**
4. Means for Assessing Outcome Competencies:
5. Procedures Used to Compute Final Course Grade:

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| **Evaluated Area** | **Percentage** |
| 1. Synthesis Literature Review Papers | **40%** |
| 2. Discussion Board, Peer Response, and Reflection Posts | **30%** |
| 3. HRD Applied Research Proposal | **30%** |

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

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| **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 |

1. **WBU Additional Grading Policy:** 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 Executive Vice President/Provost to the 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.
2. Tentative Schedule: For the purpose of time management, this course schedule is provided:

| **Date & Session** | **Weekly Activities** | **Assignments** |
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| Week 1  2/23 – 3/4 | **PART I: FOUNDATIONS OF THE DISCIPLINE OF HRD**  1 Psychological Foundations of HRD  2 System Theory and HRD  3 Adult Learning Theory and Application in HRD  4 Management and Leadership in HRD  5 Organizational Culture and HRD: The Roots, the Landscape, and the Future | SLR  DBPRR |
| Week 2  3/5 – 3/11 | **PART II: ISSUES AND PERSPECTIVES ON HRD**  6 Dilemmas in Defining HRD  7 Perspectives on the Concept of Development for HRD  8 A Critical, Feminist Turn in HRD: A Humanistic Ethos  9 Critical HRD  10 Corporate Social Responsibility and HRD: Uneasy Tensions and Future Directions | SLR  DBPRR |
| Week 0  3/12 -3/16 | **SPRING BREAK** |  |
| Week 3  3/17 – 3/25 | **PART III: DEVELOPING THE WORKFORCE**  11 Expertise Through the HRD Lens: Research Trends and Implications  12 Competence: Bases for Employee Effectiveness  13 Workplace Learning  14 Guiding HRD Research in the Work/Life Interface: The Importance of Work/Life Harmony in the Development of Interventions  15 The Inner Work of Self-Formation in Work-Related Learning | SLR  DBPRR  HRDARP – Concept Paper |
| Week 4  3/26 – 4/1 | **PART IV: MANAGING THE WORKFORCE**  16 Aging as a Career Development Challenge for Organizations 17 A Social Justice Paradigm for HRD: Philosophical and Theoretical Foundations  18 Disability, Health and Wellness Programs, and the Role of HRD  19 Sexual Orientation and HRD  20 International and Cross-Cultural Perspectives of HRD | SLR  DBPRR |
| Week 5  4/2 – 4/8 | **PART V: HRD IN THE ORGANIZATION**  21 Contemporary Career Literature and HRD  22 Trends and Issues in Integrating Knowledge Management and Organizational Learning for Workplace Performance Improvement  23 Linking Motivation to Workplace Learning Transfer: The Role of Implementation Intentions and Personal Initiative  24 Coaching  25 Mentoring: Perpetuated on a Myth?  26 Talent Management as a Strategically Aligned Practice | SLR  DBPRR |
| Week 6  4/9 – 4/15 | **PART VI: MANAGING HRD**  27 HRD Policy: An Overview  28 Legal Aspects of HRD  29 Strategic HRD: Adopting a Philosophy, Strategies, Partnerships, and Transformational Roles  30 Morality and Ethics in HRD  31 HRD in Smaller Firms: Current Issues, Insights, and Future Directions for Research and Practice | SLR  DBPRR  HRDARP – Literature Review |
| Week 7  4/16 – 4/22 | **PART VII: INNOVATIVE APPLICATIONS**  32 Action Learning: An HRD Tool for Solving Problems, Developing Leaders, Building Teams, and Transforming Organizations  33 Virtual HRD  34 Developing Strategic Mindsets in HRD: Toward an Integral Epistemology of Practice  35 Employee Engagement and HRD: Exploring the Philosophical Underpinnings, Measurement, and Interventions  36 Emotional Intelligence and Its Critical Role in Developing Human Resources | SLR  DBPRR |
| Week 8  4/23 – 4/29 | **PART VIII: FUTURE DIRECTIONS**  37 National HRD  38 Certification of HRD Professionals  39 Standards and Accreditation of HRD Academic Programs  40 Future Directions for HRD | SLR  DBPRR |
| Weeks 9  4/30 – 5/6  Week 10  5/7 – 5/13  Week 11  5/14 – 5/19 | **Human Resource Development (HRD) Applied Research Proposal**   * Revised Literature Review * Draft Proposal * Final Paper | Revised Literature Review  Draft Proposal  Final Paper |

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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. |

1. Additional information as desired by the faculty member.
2. **Course/Assignment Information:**
3. Time all assignments are due is 11:59 p.m. (Central Time Zone). Late assignments may be subject to one letter grade reduction.
4. 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.
5. Questions concerning grades (scores) received on assignments will be resolved within one week after the assignment has been assessed.
6. 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.
7. The student’s first point-of-contact for this course is the professor. If the professor cannot provide a satisfactory response, then the students will next contact the student’s respective campus dean.
8. If the student sends the professor an email and does not receive an “acknowledge” reply from the professor with 48 hours, the student will retransmit the original email. If the student still does not receive a reply within the next 24-hour period, then call the professor.