Course Title: Human Resource Development

Course Number: HR 5110-109

Course Description: Over the past dozen years HRD practice has been expanded. In the 1960s the Len Nadler's model described HRD as training, education and development. Training involved immediate job application. Education prepared workers for future jobs, not immediate job applications. Development meant career development and sometimes organizational development. From 1984-89 Patricia McLagan of American Society for Training and Development formulated a comprehensive model known as the HR Wheel. She identified eleven components of human resources. Only three of these—training and development, organization development, career development—were then considered HRD domains. Now, however, Pat McLagan expands HRD roles to include all eleven areas. More importantly, efforts of HRD professionals must now be the strategic in the organizations they function. They are performance-based, system formulated, internet connected.

Professional Human Resource Development (HRD) roles and responsibilities have shifted from ones just emphasizing traditional training to ones of also improving workplace performance. Since most training begins with assessment and ends with evaluation that is the direction we take as well. Professionals develop models and techniques for performance analyses and then select interventions that work. They design and implement various measures and evaluation the processes and impacts. They conduct Internet training and promote learning organizations and change management. The HRD bottom line, however, is this: learning is transferred to performance. There is a ROI.

Consistent with an applied seminar, participants also learn about training designs and methods and speeches. These are the how-to-applications...how to motivate, how to facilitate, how to use activities. Trainers use a variety of interventions rather than focus on stand up training alone. They realize that in order to solve organizational problems, the list of potential interventions must continue to grow. But “new interventions” means more than simply alternative training methods. It means working on employee and organizational development issues—diversity, leading, mentoring, and recognizing.

Class Dates, Location, and Hours: April 13-15 & 20-22, 2007 - OCCE, Norman, Oklahoma. Registration located in the Thurman White Forum Building of OCCE, 1704 Asp Avenue. Class Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.

Last Day to Enroll or Drop Without Penalty: March 15, 2007

Site Manager: Cathy Yeaman. Field Assistant: Jennifer McCoy. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Course Professor: L. M. Hynson III, Ph.D.

Mailing Address: 2210 West Arrowhead Drive
Stillwater, OK  74074

Telephone Number: (405) 377-8817  Fax Number: (405) 624-0695
E-mail Address: lmh@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, or by appointment. Students are required to e-mail the professor upon enrollment.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore at www.oklahomaunion.bkstr.com. Orders may also be placed by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).

01 Bens, I. M. (2005). Facilitating with ease!: Core skills for facilitators, team leaders and members, managers, consultants, and trainers (2nd ed.). New York: Wiley. ISBN 0787977292. (Text prices are available online.)


Note: The Follett AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives: After taking this course, the student will be able to do the following:
- Use the Sequential-Iterative Model (SIM) for training design.
- Identify the central characteristics of adult learners.
- Recognize the essential skills for instructional design.
- Conduct a simple and quick needs assessment.
- Apply the process model of facilitation versus the content model.
- Learn six methods of decision-making: core practices versus process tools.
- Handle conflicts and venting of emotions appropriately: pedagogy versus andragogy.

Assignments, Grading and Due Dates:

All assignments are to be typewritten and double-spaced with one inch margins.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-seminar assignments</td>
<td>First class session</td>
<td>18%</td>
</tr>
<tr>
<td>In-Class assignments</td>
<td>During the class sessions</td>
<td>22%</td>
</tr>
<tr>
<td>Competency Exam</td>
<td>Last day of the seminar</td>
<td>35%</td>
</tr>
<tr>
<td>Post-seminar assignment</td>
<td>Due three weeks after class</td>
<td>25%</td>
</tr>
</tbody>
</table>

1. Pre-Seminar Assignment:
- Read the Bens’ text (Facilitating with Ease! Core Skills for Facilitators, Team Leaders and Members, Managers, Consultants, and Trainers, New and Revised). Using the CD complete the individual work only. Be prepared to assess your facilitating skill level during the seminar. Number Compare exercises by chapter numbers. Use the check lists and guides where appropriate http://media.wiley.com/product_data/excerpt/92/07879772/0787977292.pdf Compare the process model of facilitation versus the content model. Identify six methods of decision-making: core practices versus process tools. What do you think about Bens’ suggestions on handling emotions?
• Read the Milano and Ullius text (Designing Powerful Training). Using the SIM model, why would this appeal to adult learners? What is the difference between macro-design training and micro design training?

• After having read both texts, write a 6-8 page paper in which you describe how you would apply both the SIM model and the facilitating skills in your training. Use concepts from the two texts and illustrate your points. Key words to consider are these: apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify.

Questions you could ask are these: How would you use…? What examples can you find to…? How would you solve ______ using what you have read…? How would you organize ______ to show…? How would you show your understanding of…? What approach would you use to…? How would you apply what you read to develop a training program…? What other way would you plan to…? What would result if…? Can you use the facts to…? What elements would you choose to change…? What facts would you select to show…? What questions would you ask in an interview with…? Discuss the authors’ points of view in depth and in light of your own training and facilitating skill levels. Since you are applying the insights of these texts, you should use 1st person (I, me, my, we, our, us). These are graded on content, organization, and writing styles. Remember to double space and type these. Bring your papers to class and get maximum credit. 18%

2. In-Seminar Assignments: Discussions during the seminar, completion of experiential exercises, and in-class activities. You have a choice: develop a training exercise from the Silberman text or prepare a speech. If you give a speech, use the Humes’ text Speak like Churchill. Make your speech 12 minutes. Incorporate several of the 21 power principles. If you conduct a training session, you will have 12 minutes. In the back of the Silberman text there are many examples of training sessions. Use one of these. We will schedule time for these presentations. You will make only one presentation. Participation in class discussions also counts toward points. 22%

3. Competency Exam: A comprehensive final examination (Sunday p.m.) in which participants is evaluated on their understanding and applications of the course materials. 35%

4. Post-Seminar Assignment: Read the Silberman text (Active Training). Complete at least six of the exercises found in the book. Part I: Write a brief paragraph 7-8 sentences about your applications. Reference by page and chapter numbers. Part II: You will also write an essay in which you compare the Silberman text with the Milano and Ullius text. What are the similarities? What are the differences? Which do you prefer and why? This is a broad essay in which you demonstrate what you have learned and how you can apply it. Thus given these two subparts, your papers should be 13-15 pages double spaced. The outline and structural approach you take is individually determined. You should, however, check with the instructor during the week. 25%

Grading: This is a letter-graded course: A, B, C, D, or F.
ATTENDANCE/GRADE POLICY NOTICE

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

Government regulations for completing coursework frequently differ from university requirements. Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

ACADEMIC HONESTY

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

a) cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
b) assisting others in any such act;
c) or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the Student Code of the University of Oklahoma.

Please see OU website for details concerning OU Academic Honesty policy set forth by the Honor Council. www.ou.edu/honorcouncil.

ACCOMMODATION STATEMENT

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. The College and the University provide a range of special services for those with disabilities. If you anticipate a need for some of these services, please contact your OU Site Manager.

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Manager. Students should retain a copy of any assignments that are mailed to the professor for the course.

COPYRIGHT

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.
L. M. HYNSON III. Ph.D.

EDUCATION

1972  Ph.D., Complex Organizations (sociology), University of Tennessee
1969  MA, Sociology & Psychology, Texas Christian University
1963  BA, Sociology & Psychology, Texas Christian University

CURRENT POSITIONS

Advanced Programs Professor since 1990 (over 60 seminars)
Joint Degree Sociology Professor, University of Oklahoma, Norman, Oklahoma
Full Professor Sociology, Graduate Faculty, Oklahoma State University, Stillwater, Oklahoma

FREQUENTLY TAUGHT ADVANCED PROGRAMS COURSES

HR 5002  Theoretical Foundations of Human Relations
HR 5100  Organization Transformation
HR 5110  Human Resource Development
HR 5112  Career Changes
HR 5112  International Training and Development
HR 5112  Organizational Behavior in Human Relations

MAJOR AREAS OF TEACHING AND RESEARCH INTEREST

Studied Complex and International Organizations, Global HRD training and consulting.
Specialist in Applied & Clinical Sociology: Certified evaluator for two national societies.
Industrial sociology: Conducted numerous evaluations and research. UT Austin: www.ic2.org

REPRESENTATIVE PUBLICATIONS AND PRESENTATIONS


MAJOR PROFESSIONAL AFFILIATIONS

Practical Sociological Association
Military Institute Association
Southwest Sociological Association

REPRESENTATIVE HONORS AND AWARDS RECEIVED

Military Honorable Discharge: Captain US Army Artillery/Military Intelligence “Vietnam Era”
Phi Beta Delta The International Education Honor Society Excellence in Professionalism
Received a Fulbright Scholar (US Department of State) Award Thailand 2005
Given the Outstanding Teacher Award, Blue Key Honor Society
Faculty Advisor, University Honor Society Hall
Given the Outstanding HRD Award ASTD (American Society for Training and Development)
Two national ASTD offices: Director, International Division and Community Development Division
Phi Kappa Pi Alumni Award for Outstanding Contributions
Distinguished Military Graduate (Field Artillery) Texas Christian University
Completed Fulbright Scholars Program with the US Department of State in Thailand, 2005