Course Title: International Training & Development
Course Number: HR 5113-228

Course Description: Welcome to Vilseck, Germany! The primary purpose of international training is to train, educate and develop deployed workers. Traditional domestic training is challenging enough--team building, performances, and supervision. These efforts are compounded by international requirements: global composition of trainees, overriding intensity found in other cultures, new environmental constraints, friction of space, language training, and limited available resources. Yet global-minded leaders are more likely to act appropriate, contribute more to their organizations, and accomplish their global missions. How do organizations improve performance? Organizations with the best practices concentrate their efforts on international training. What are the lessons they teach? And what are the lessons we learn from each other? For the military “training means gaining the physical ability to perform and survive in combat, and learning the many skills needed in a time of war. These include how to use a variety of weapons, outdoor survival skills, and how to survive capture by the enemy, among others.” Retrieved: http://en.wikipedia.org/wiki/Training.

International trainers recognize that 40 percent of international assignments end prematurely. Costs of global operations and for family members are three times greater than domestic costs. The combined force is more diverse and more difficult to manage without global training. Yet only half of those deployed receive any cross-cultural training. Until recently, firms and even the military offered few courses on country etiquette or language training. Communications was difficult. The full impact of culture shock can be mitigated. The initial response of high energy and excitement can dispel the emotions of resentment, discouragement, and distress. Deployed individuals can avoid withdrawal and isolation. They can learn to appreciate host-nation cultures. In this seminar you’ll explore how to bridge cultural differences between the US and Germany.

Teacher Knowledge Projects are ways to live together and to reflect on what works and what does not work internationally. Begun in New England, and now spreading, the focus is on reflective teaching, mentoring and structured language immersion. Given the distrust some educators believe approaches such as these lead to renewed communities. Teachers develop skills for teaching English, increasing motivation to learn, and creating a global village. People focus on the long-term, positive outcomes by developing skills and knowledge from international training programs. That is the primary purpose of this University of Oklahoma International Training and Development Seminar.

Class Dates, Location, and Hours: March 13-18, 2007- Vilseck, Germany. See Site Manager for classroom location. Class Hours: Tue-Fri 6:00-9:30 p.m.; Sat-Sun 8:30 a.m.-4:30 p.m.

Last Day to Enroll or Drop Without Penalty: February 12, 2007

Site Managers: Benjamin Griffin. Phone: CIV 011-49-9662-83-2069; DSN 476-2069; Fax: 011-49-9662-83-3113 or DSN Fax 476-3113; E-mail: apvilseck@ou.edu

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Fax Number: (405) 624-0695

For more information about Advanced Programs, visit our website at: http://www.goou.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.

**Textbook(s) and Instructional Materials:**

Student materials are available at the Follett/AP Bookstore at [www.oklahomaunion.bkstr.com](http://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](mailto:oklahomaunion@bkstr.com). Representatives are available from 8 a.m. to 6 p.m. CST Monday through 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.).


04 **Materials posted on the OU Desire to Learn (D2L) system:**

1. Access D2L at [http://learn.ou.edu](http://learn.ou.edu)
2. Enter OU NetID (4x4) and password.
3. Select course and access material.

If the student has not used these services before, contact the Site Manager for assistance.

**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:** To demonstrate organizational and analytic competence; to understand cultural differences; to train for deployment. The objectives relate specifically to international training and development. Military leaders and trainers hope to do the following: 1. Train workers locally; 2. Change organizations strategically; and 3. Educate workforce globally: i.e., International Training and Development = Training + Changing + Educating (job skills, organizational links, global mindsets).

**Assignments, Grading and Due Dates:** All assignments are to be typewritten and double-spaced with one inch margins.

<table>
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<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Percent of Grade</th>
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<tr>
<td>Pre-Seminar Assignments</td>
<td>First class session</td>
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<td>In-Class Assignments</td>
<td>During the class sessions</td>
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<td>Competency Exam</td>
<td>Last day of the seminar</td>
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<tr>
<td>Post Seminar Assignment</td>
<td>Due three weeks after class</td>
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1. **Pre-Seminar Assignment:** Read the book by Marquardt, Berger, & Loan (2004). *HRD in the age of globalization.* As you read recall the types of international training you have experienced. In other words relate your career development and cultural training to the text. Discuss different training programs (9-13). Describe the approaches (13-14). Where were you (25-33)? What were the training methodologies (41-59)? Write a (6-8 pages) paper and highlight your insights during our first meeting. As you read also make notes (pre-seminar study guide) of these questions: 1) Define HRD. Which do you prefer: learning or performance?
2) Contrast current practices of international training versus the traditional domestic training (Table 1.1). 3) Define culture. What are the levels of culture? http://www.telegraph.co.uk/global/main.jhtml?xml=/global/2006/08/15/expatmain.xml&sSheet=/global/2006/08/16/home.html How does Richard Lewis conduct cultural training? ♫ NOTE ♫ how culture impacts HRD practices globally; 29-39! ❥East Asia (China Japan), ❥Southeast Asia (Korea), ❥Middle East & North Africa, ❥Latin America and the Caribbean, or ❥Europe. Know how culture filters HRD relations and determines implementation. Sietar http://www.sietar-europa.org/index.htm enables effective intercultural and interethnic relations at individual, group, organization and community levels. 18% of grade.

2. In Class Seminar Presentation Assignment: Read the book titled: Clausewitz on strategy: Inspiration and insight from a master strategist. Each person presents an international training case study in which strategy is paramount and appropriate to the schedule. Integrate insights from the Prussian military thinker Carl von http://www.clausewitz.com/CWZHOME/CWZBASE.htm He is widely acknowledged as http://cew.politics.ox.ac.uk/events/archives/tt05_clausewitz.asp the most important of the major strategic theorists. He remains the most frequently cited, the most controversial, and the most modern. http://www.military-training-technology.com/ Sure technology of warfare changed, yet strategic principles remain. His ideas are for those in professional military education institutions, business schools, and this OU HRD seminar. We are interested in understanding competition, conflicts, and international training from a strategic perspective. So you are to use Clausewitz and Marquardt texts to answer the following: How did you and/or your unit prepare for an overseas assignment? Which assessment tool worked the best: for you: personality characteristics, global competencies, or cross cultural international training? What lessons can we learn from those companies discussed (114-122).

Find a case from one of these global regions: ♦East Asia (China & Japan), ♦Southeast Asia (Korea), ♦Middle East & North Africa, ♦Latin America and the Caribbean, or ♦Europe. Be prepared to discuss how that regional culture affects international training and performance of specific organizations. Marquardt argues that International Training and Development (HRD) are strategic for organizations. http://en.wikipedia.org/wiki/United_States_military_exercises_scheduled_for_September_11%20C_2001 Middle East Policy
http://www.defenselink.mil/home/features/tsunami/ Crises
http://www.ndu.edu/nwc/facstaff/bios.htm
http://www.informationbuilders.com/about_us/world-wide.html business
http://www.disam.dsc.mil/itm/ A Web Site for International Military Training Managers Involved in Security Cooperation Programs


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

4. Post-Seminar Assignment: Read the book by Craig Tori Old world new world: Bridging cultural differences: Britain, France, Germany and the U.S. Then write an essay on Bridging cultural differences: DUE after class. “Storti explores how people from different cultures have different values, beliefs, and ideas of good and evil, morality and immorality. Through the socialization process, people internalize the code of conduct that others expect from them. Consequently, behavioral patterns vary from society to society. As a cross-cultural consultant Storti collected 51 dialogs. He studied differences between Americans and people from Britain, France, and Germany. Americans and the French have the least in common. Americans have relative affinity with Germans. Storti’s insights into cultural differences of diverse nationalities both educate and entertain “(book review). Choose three concepts from the list beginning on
page 271. Take one of your essay topics and relate them to British, German, French, or American. Integrate the values, cultural patterns and practices of your experiences. Use any insights you have gained from either a personal or professional setting. Here are some guidelines: 1. Make your selections of concepts. Pick different concepts. 2. Read about the concepts. Gain a good understanding of them for each of the four countries. I suggest that you make notes as you read. 3. Then you could develop a table like the one below. 4. Use the culture grams. Here is the web site. This will add the social context for your comments:

http://online.culturegrams.com/  http://onlineedition.culturegrams.com/index.php  go to the world edition blue section on the icon. The logon is sisfaculty and the password is school. Use insights from the information found on the four countries. Then hit Europe, and finally highlight the three countries. 5 These links help you elaborate your comments about social settings

http://www.uku.fi/~paganuzz/xcult/values/Amer_values.htm

<table>
<thead>
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<th>British</th>
<th>French</th>
<th>Germans</th>
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<td>stocism1,8,10,16</td>
<td>seriousness46</td>
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5. These links help you elaborate your comments about social settings.

http://online.culturegrams.com/  http://onlineedition.culturegrams.com/index.php  Go to the world edition blue section on icon. Logon is sisfaculty; password is school. Use insights about four countries. Then hit Europe, and finally highlight the three countries. Explore these topics listed below. The People  » Population  » Language  » Religion  » General Attitudes  » Personal Appearance  » Customs and Courtesies  » Greetings  » Gestures  » Visiting  » Eating  » Lifestyle  » Family  » Dating and Marriage  » Diet  » Recreation  » The Arts  » Holidays  » Commerce  Introduce this approach: “different cultures have different values, beliefs, and ideas of good and evil, morality and immorality. Through the socialization process, people internalize codes of conduct that others expect from them. Consequently, behavioral patterns vary from society to society.” 6. Use the comparison and contrast method in your essay. What are the similarities and what are the differences? http://www.mexconnect.com/mex_/culmngt.html  Comparing Management Differences: Mexico with Canada & the United States  25% of grade

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.

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EDUCATION

1972  Ph.D., Organizations (sociology), University of Tennessee
1969  M.A., Sociology & Psychology, Texas Christian University
1963  B.A., Sociology & Psychology, Texas Christian University

CURRENT POSITIONS

Advanced Programs Professor since 1990
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

International Studies/Relations
International global organizations
Contemporary organizational theories
Applied and Clinical Sociology
Organizational Behavior

REPRESENTATIVE PUBLICATIONS AND PRESENTATIONS


MAJOR PROFESSIONAL AFFILIATIONS

American Sociological Association
The Military Institute Association

REPRESENTATIVE HONORS AND AWARDS RECEIVED

Honorable discharge: Captain U.S. Army Intelligence, Field Artillery Officer.
Outstanding Teacher Award, Blue Key Honor Society
Advisor, University Honor Society Hall
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