LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-423

Course Title: Organizational Development

(4 Units, 45 hours)

Course Start Date: August 24, 2016   **Course End Date: December 7, 2016**

Time: Wednesday, 0900-1145 hours (9:00 am to 11:45 am)

Course Description:

The course includes theoretical and experiential coverage of this management discipline. It aims to improve the organization's culture and its human and social processes through a systematic change program. Both behavioral science and intuitive based assessment techniques are examined to give an integrated approach to organizational development; use of cases and role-play exercises. A one-unit written research project and its oral presentation are required for the course.

Learning Objectives:

1. Students will gain an understanding of the guiding principles and concepts of organizational development from the individual, group, and organizational levels.
2. Through an action learning approach to the course, students will have learned how to effectively diagnosis organizational development issues within organizations, and learn how to design and deliver professional development, training, or an intervention to effectively deal with the issues.
3. Students will have worked in a group on mini-business case studies to analyze cases from an organizational development discipline perspective, and developed strategies to successfully solve the issue(s).
4. Students will gain an understanding of the differences between organization development (OD) and organizational development.
5. Students will have conducted an organizational development needs assessment for an organization and will have developed a plan for addressing those needs using the structure introduced during this course, which will have been proficiently presented on the last day of this course.

Required Text, Supplemental Texts, Technology & Web Sites

Required Text (printed or digital):

McGuire, David

    2014   Human Resource Development, 2e. Sage Publications. Thousand Oaks, CA. ISBN: 978-1-4462-5662-2 (pbk).

Optional Supplemental Reading Material (NOT REQUIRED):

Argyris, Chris

    2010   Organizational Traps: Leadership, Culture, Organizational Design. Oxford University Press. New York, NY. ISBN: 978-0-19-958616-5.

Clark, Ruth

    2015   Evidenced Based Training Methods, 2e. ASTD Press. Alexandria, VA. ISBN Reports, Technical Documents, Internet Pages For A Global Audience. M.E. Sharpe. Armonk, N.Y., e-ISBN: 978-1-60728-506-9.

Connors. R., Smith, T.

    2016   Fixit: Getting Accountability Right. Portfolio/Penguin. New York, NY. e-ISBN: 9780698194359

Hattie, J., Yates, G.

    2014   Visible Learning and the Science of How We Learn. Routledge. New York, NY. e-ISBN: 978-1-315-88502-5.

Martin, Sindy

    2011   Smarten-Up Your Professionalism In 365 TWEETS. Willway Publishing, Inc., ISBN: 0982935706.

Phillips, P., Phillips, J.

    2008   ROI Fundamentals: Why and When to Measure Return on Investment. Pfeiffer. San Francisco, CA. ISBN: 978-0-7879-8716-9.

Websites:
http://www.sagepub.com
- Do a search for the McGuire textbook and the student resource link will appear on the textbook page. If you buy a used textbook the code may not be re-usable.
- Can print self-assessment exercises that can be completed by hand and scanned or electronically.
- Flash cards, practice quizzes, etc.
- Academic journal articles (can be used for supporting references)
- Multimedia learning resources to supplement the textbook.

https://canvas.instructure.com
- Provide "lincolnucasf.edu" e-mail address at the beginning of class to be invited. When registering for the class on Canvas be sure to use your name as it appears on your LU course registration and not just your e-mail address. Those who only use their e-mail will not be

recognized, nor added to the Canvas class roster. **Those students who do not convert their e-mail to their LU student name will not have their coursework evaluated.**

- Copies of the syllabus and assigned coursework will be posted.
- All business and role-playing cases will be posted here for download or printing.
- Forum for class discussion as necessary.
- Calendar for course.
- Students can access their individual grades/point to date.
- All assignments will be posted in Canvas. E-mailed and printed assignments will not be accepted unless approved in advance by the instructor.

All group and individual assignments will be posted in Canvas. E-mailed and printed assignments will not be accepted unless approved in advance by the instructor. Each group member is required to post his or her group assignment.

Smartphone, Tablet, Notebook Computer Technology:
Class sessions will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone. We will be using web-based sites such as: www.polleverywhere.com, www.goanimate.com, textnow or textplus, quizlet, padlet.com, etc.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class. However, you need to have your devices on vibrate or the volume turned down so that it will not distract the class. If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Dean of Students for counseling.

Instructor

Dr. Mike Guerra

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)
Lincoln University e-mail address: mguerra@lincolnuca.edu
Office Hours: Room 301, Wednesday (11:45 am to 12:45 pm) by arrangement

Instructor Profile:

Academic Degrees: AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development (not organizational development, which is different) degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a

member and officer of several Boards of Directors for public and private organizations. Member of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, SOBO committee member of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, ethics, and performance policies, practices, and procedures. Have evaluated graduate business degree programs on behalf of ACICS for accreditation compliance.

Professional Academic Experience: Have taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions of higher education since 1998. I have occasionally been a paid guest lecturer taught undergraduate management courses online for eight years, and have been a guest lecturer in organization development and leadership at USF. In addition, I occasionally consult with local colleges and universities to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs. Additionally, I've been a member of academic advisory boards for the University of San Francisco and the South Bay Community College Consortium for nearly 20 years.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

Assistant to the Instructor (ATI):

Ms. Sonal Gill-Grewal is my Assistant to the Instructor (ATI) for this course. She has completed her DBA concentration courses and has advanced to the dissertation phase at Lincoln. She has two master's degrees; specifically, a Master's Degree in Commerce with a concentration in management, and an MBA in General Business. Sonal also has corporate experience, and has taught corporate and Lincoln students how to use applications such as, Adobe Photoshop. She will be working under my direct supervision for this course, and functions as my representative. She will not be involved in evaluating or grading any coursework produced by students; however, she will be practicing her feedback skills. She will be directly involved in record keeping (my Canvas grade book), and more importantly, assisting me with some of our class exercises, role-playing, demonstrations, case studies, and student presentations. Sonal's e-mail is: sgill@lincolnucasf.edu.

Introduction

To help reduce any level of confusion, it may be helpful for students if there is an introductory discussion concerning the difference between Organization Development (OD) and organizational development. OD is orientated toward systemic change or improving the whole system, which includes all of the parts in relationship to the organization's internal/external operating environment. In addition, OD works toward increasing the organization's ability to identify, assess, and learn better ways of how to solve problems that surface. OD is a specialized field. In contrast, employees and their managers at all levels within an organizational are involved at varying degrees with developing specific parts of the organization. So, leadership development, communication skill building, structural alignment or

reconfiguration, improving organizational culture, or employee training programs are all part of organizational development, which is what we will study in this course.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or group has the opportunity to learn.

To be successful in this course, you need to exercise effective time management. This means completing the assignments as proscribed in the schedule at the end of this syllabus. In addition, the expectation is that you will have completed assignments on time. For example, if the topic for the class is Chapter 5, the expectation is that you have read Chapter 5 before class starts.

In addition, your presentation skills will be refined during this course to help prepare you for your transition from the academic world to employment in the business world at the performance level of an MBA graduate. I am confident that this course will be of value to you by helping you think more wisely, act more competently, and to make better decisions.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail.

Class Procedures

Before each session you should review the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class, another resource for this is the Canvas course site. It is important for you to come to class prepared!

Instructional methodology includes: Lecture, class discussions, individual/team presentations, demonstrations, role-playing, guest speakers, group work, buzz groups, practical exercises, social networking and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers in class will enhance your ability to contribute to class exercises and discussions.

You should have an active Lincoln University e-mail account so you can use Canvas to receive any course revisions, feedback on your assignments, coursework, and any information that will be disseminated concerning the class. Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucasf.edu), and the assignments are posted to our Canvas site. With Canvas, you can check your point total or status of submitted coursework at any time. Note: Because I am teaching my ATI Sonal how to evaluate using Canvas, she will be practicing providing a preliminary evaluation of your coursework that is on Canvas. This is not an official evaluation of your coursework. I will be reviewing and evaluating all coursework that occurs in-class and on Canvas so rest assured my ATI is not grading your coursework so do not contact her if you see she has given you a high or low score. However, Sonal has demonstrated over the last few years

as my ATI that she is able to provide insight and feedback that you might find valuable so do not discount the feedback she provides to you.

As you can imagine, graduate coursework requires significant work outside of class. For each class session, you should plan to spend at least one to three hours of your time studying, working with your learning group, and completing assignments for each class session. Based on prior classes, if choose to not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you study our text. This especially important since it is easy for novices in this discipline to confuse organization development (OD) with organizational development that is the subject we are studying.

To help ensure that students solely taking this course for the 1-unit research project component will be successful and have a very basic foundation of what constitutes organizational development, students will have to demonstrate they have retained their understanding of this discipline and of our coursework by demonstrating their competency through a written exercise that will be graded pass (achieving the equivalent of a "C-" grade) or fail ("D+" or below). This is a short exercise that is not the equivalent of a course challenge exam. If a student receives a grade of "D+" or below, the student may be required to attend class sessions (the number of sessions will depend on their grade and could include all of them if an "F" grade is earned) to re-build their knowledge of the subject matter to a level of proficiency where they are able to competently pursue and complete a research project in this discipline.

Students that are enrolled in a combined course with BA-323 students are allowed by LU to have an additional 1-3 weeks after the completion of the BA-323 course to finish their BA-423 1-unit research project. For this course, students can have 1-3 weeks after the BA-323 course ends to submit their typed research project. This could mean the report is submitted after a semester ends. As a result, an "I" grade will be issued if the student is receiving a passing grade at the end of the grading period. When the report is submitted after the extended time period, the report will be evaluated and the "I" grade will be changed. Students who would like to receive this 1-3 week extension need to notify the instructor by the last BA-323 class session. However, even though students can have this extension for their typed report, students will still need to prepare and present their preliminary research on the last class session for BA-323. Students will not be required to make a second presentation.

Students will also be asked during the semester to evaluate this course. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved.

Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.

<u>**Assignments, Policies & Coursework**</u>

Student Working Groups: In many classes students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is an organizational development class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. In addition, you will be rotating through different groups during this course to simulate real work situations.

Group Assignments: When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.

The coursework for this class involves different types of assignments. Consequently, it should be helpful to you if an overview of the course work is outlined in the below table:

<u>**Description of Assignments:**</u>

1) Organizational Development Business Issues, Trends, and Problems that are directly related to the textbook topic for the session: In the first 20 minutes of selected class sessions (refer to the schedule below), **each learning group will have no more than 3 minutes** to informally discuss an organizational development issue, trend, or problem with the class. This is an oral presentation and does not involve PowerPoint or handouts. Also, you cannot read a word-for-word from your notes, or the screen on your electronic device. Each group is required to submit documentation of their discussion topic that can be a magazine article, newspaper article, digital printout/file, etc. at the beginning of each class session <u>with the names of those group members present at the time of discussion</u>. Only those group members present during this 20 minute time period **when the group presents** their topic receive course credit. Since this is a group assignment, it cannot be made-up. If you are late and your group has already completed the assignment, you will not receive credit. Evaluation will be zero, partial, or full points based on the direct connection to the topic. Each group will be provided an assignment sheet for this exercise that covers the entire course that they will be required to complete and return it to the instructor.

2) Individual: Organizational Professional Development Needs Assessment and Training Proposal: Using Lincoln University as the organization (DO NOT USE NAMES, TITLES, POSITIONS, WORK UNITS, or any information that can identify an individual), conduct a professional development needs assessment based on the topics we have covered in class (or other areas with the permission of the instructor). Once you have identified and prioritized the professional development needs, develop a development proposal. Please refer to the schedule at the end of this syllabus for the due date. This exercise does not include a presentation to the class. The deliverables for this assignment are: A needs assessment and a proposal that addresses any or all of the identified/prioritized training needs for the organization. Evaluation will be the A-F grading scale.

3) Individual: Professional Development Plan for a 4-Year College Instructor Position: You can use Lincoln or any other 4-year college as a reference point for this exercise. Based on your university experience and our course materials, design a professional development plan for a college instructor. Your Plan needs to include: Job Title, Job Description, Job Tasks, Mandatory Development/Training, Essential Development/Training, and Desirable Development/Training. Evaluation will be the A-F grading scale.

4) Group Training Exercise: Each group will develop and deliver a 20-minute training session for the class. The training topic must be related to the training needs of an MBA level student and/or business professional. Evaluation will be the A-F grading scale. The deliverables include:
1. A typed expanded training course outline posted to Canvas.
2. Any training materials to be distributed to class members.
3. 20 minutes of instruction for the class (student evaluation of the exercise will occur after the 20 minute training session).
4. A training evaluation instrument/assessment that will be completed by class members upon completion of the training session.

5) Reading Assignments: Please refer to the course schedule at the end of this syllabus. When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all of the material within the assigned textbook chapters so if there is a concept that you are having trouble understanding, please raises the issue during our class.

6) Individual/Group Homework: Each chapter that we cover in this class has a short case study at the end of the chapter, and there is a Talking Point HRD activity in each chapter. Many of these cases studies and/or Talking Point activities will be assigned as homework. **Case studies are assigned to learning groups, and Talking Point HRD activities are assigned as an individual assignment.** They require you to study the information and answer 3-4 brief questions that should take no more than 1-2 paragraphs to answer each question. For these homework assignments, please consult the schedule at the end of this syllabus. Evaluation will be based on the A-F grading scale.

7) Syllabus Confirmation and Understanding Agreement: The syllabus can be downloaded from the LU website, and is available on Canvas. Once you are able to register your e-mail with Canvas, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me. Once you have completed the assignment,

complete the assignment submission on Canvas by posting a message that you have read and understand the syllabus. This assignment must be completed by the 5th week of class.

8) Individual: Organizational Development Needs Assessment & Development Plan: Students will contact an organization of their choice, and conduct an organizational development needs assessment and develop a plan that addresses those needs. The student can contact any organization to conduct their assessment. Students will present their work on December 7 to the class, and post their plan on Canvas. Evaluation will be the A-F grading scale.

Assignments must have: The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions. Electronic submissions without these items will not be counted and you must use your lincolnucasf account for electronic submissions. **Group assignments must be posted by each member of the group who prepared the assignment to Canvas.**

Use the APA/Chicago-Turabian/MLA guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources.

Late Assignment Policy: Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full/partial week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc.

If you register for the class late (up to three weeks), you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.

Plagiarism Policy: Copying word-for-word from the textbook or from any other source without correctly reference the source is plagiarism. If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be "0." If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

Class Attendance Defined

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) Assignments that do not require team participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional's note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent.

Class attendance is taken only once for each class session at the beginning of class using either coursework, textbook checks, or by a student's presence. **I do not record late students**.

If you miss three consecutive sessions, you will be dropped from this course since your absence should have a negative effect on the workload and on the grades of your fellow group members. For more information, please consult the LU catalog.

Learning Environment

The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thoughts before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Students are required to follow Lincoln University's Student Standards of Conduct and Honor Code that is in the student handbook. Violations may have an adverse impact on a student's grade.

Grading

As you will see below, the criteria or standard for each grade is defined. This is done because you need to understand how performance is evaluated in order to prepare for your work career. As an employee, you will have standards of performance and your work will be compared to your performance objectives. To what degree you achieve those objectives will determine if you continue to be employed, promoted, or receive some other form of organizational reward. There is nothing more frustrating if a student asks: "What do I need to do to earn an 'A' grade?" This question can be answered in this class.

Also, if you have questions concerning a grade you received for a particular assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade.

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance for a graduate student.   A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an "A" paper. The analysis, argument, or approach is not as well researched and supported as in an "A" paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the "A" or "A-"categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student.   A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and

organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the "B+" category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the "B" grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the "B-" grade level above.

C = Average performance for a graduate student. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

Course Grade Weighting:

Category	Percent	Point(s)
Individual: Syllabus Confirmation and Understanding Assignment	0.50%	0.50
Individual: Chapter Talking Point Exercises (x15, 1.547 points each)	8.22%	8.22
Group: Chapter mini-case studies (x6, 1.547 points each)	9.28%	9.28
Group: Organizational Development Related Current Event, Issue Based on Topic for the Session (x12, 1 point each)	12%	12
Individual: Organizational Professional Development Needs Assessment & Development Proposal	10%	10
Individual: Professional Development Plan for a 4-year College Professor	10%	10
Group: Training Exercise for the class	25%	25
Individual: Org. Development Needs Assessment & Development Plan (includes presentation to the class)	25%	25
	100%	**100**

Academic References

In the United States, Wikipedia <u>is not</u> considered an academic reference in education by most elementary schools, high schools, and colleges. This does not mean you cannot site this as a source much like you would use a magazine or newspaper articles as a reference. You can use these non-academic reference sources to point you in the right direction when you need an academic reference to support your approach, argument, or analysis. One of the best resources you have as a student is the academic databases that are available to you through Lincoln's library.

Schedule & Assignments

Session	Course Outline
August 24	• **Introduction to course and syllabus review (0.50 point for review).** • **Learning Group Assignment (4-5 other students to form a learning group).** • **Chapter 1 (Introduction to HRD): Concepts: Lecture/Class Discussion/Class Exercises.** • **Individual Homework (Due at the start of class on 8/31): Read Chapter 1 (Foundations of Human Resource Development).** • **Individual Homework: Chapter 1- Talking Point Exercise: HRD Activities. Post this assignment on Canvas anytime on August 31.** • **The required text is available at sagepub.com, or an e-text is available on a variety of platforms including Kindle at Amazon.com.**
August 31	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 1. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.** • **Chapter 2 (Adult Learning Theories): Concepts: Lecture/Class Discussion/Class Exercises.** • **Homework (Due at the start of class on 9/7): Read Chapters 2 and 3.** • **Group Homework: Chapter 2- Case Study: MOOCs and learning in the 21st Century. Post this assignment on Canvas anytime on September 7.**

September 7	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 2. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.** • **Chapter 3 (Creativity and HRD): Concepts: Lecture/Class Discussion/Class Exercises.** • **Individual Homework: Chapter 3- Talking Point Exercise: Creativity locks. Post this assignment on Canvas anytime on September 14.** • **Homework (Due at the start of class on 9/14): Read Chapter 4.**
September 14	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 3. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.** • **Chapter 4 (Career Development): Concepts: Lecture/Class Discussion/Class Exercises.** • **Group Homework: Chapter 4- Case Study: Managing Careers and Talent at Barclays. Post this assignment on Canvas anytime on September 21.**
September 21	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 4. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.** • **Chapter 5 (Identity and Diversity): Concepts: Lecture/Class Discussion/Class Exercises.**
September 28	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 5. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.** • **Chapter 6 (Training & Development at the Organizational Level): Concepts: Lecture/Class Discussion/Class Exercises.** • **Individual Homework: Chapter 6- Talking Point Exercise: Training Transfer in the Workplace. Post this assignment on Canvas anytime on October 5.** • **Individual Homework: Chapter 6- Talking Point Exercise: Costing Training & Development. Post this assignment on Canvas anytime on October 5.** • **Group Homework: Chapter 6- Case Study: Walgreens Pharmacy. Post this assignment on Canvas anytime on October 5.**
October 5	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 6. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.**

	• **Chapter 7 (Evaluating Training Outcomes at the Organizational Level): Concepts: Lecture/Class Discussion/Class Exercises. This will include not only the Kirkpatrick model from your text, but also the Philips model. Supplemental course material will be provided by your instructor relating to the Philips model for this class session.** • **Individual Homework: Chapter 7- Talking Point Exercise: The Importance of Evaluation – CIPD Viewpoint. Post this assignment on Canvas anytime on October 12.** • **Individual Homework: Chapter 7- Talking Point Exercise: Level I Evaluation – Myths and Reality. Post this assignment on Canvas anytime on October 12.** • **Group Homework: Chapter 7- Case Study: Evaluation of Aviation Training. Post this assignment on Canvas anytime on October 12.**
October 12	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 7. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.** • **Chapter 8 (Performance Management at the Organizational Level): Concepts: Lecture/Class Discussion/Class Exercises.** • **Individual: Organizational Professional Development Needs Assessment and Training Proposal due: October 19.** • **Individual Homework: Chapter 8- Talking Point Exercise: The Value of Mentoring. Post this assignment on Canvas anytime on October 19.**
October 19	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 8. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.** • **Chapter 9 (Strategic HRD at the Organizational Level): Concepts: Lecture/Class Discussion/Class Exercises.** • **Individual: Organizational Professional Development Needs Assessment and Training Proposal due: Post to Canvas anytime today.** • **Individual Homework: Chapter 9- Talking Point Exercise: Outsourcing and the Future. Post this assignment on Canvas anytime on October 26.** • **Individual Homework: Chapter 9- Talking Point Exercise: Types of Capital. Post this assignment on Canvas anytime on October 26.**
October 26	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 9. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.** • **Chapter 10 (Organizational Learning and the Learning Organization): Concepts: Lecture/Class Discussion/Class Exercises.** • **Individual Homework: Chapter 10- Talking Point Exercise: Organizational Learning in the NHS. Post this assignment on Canvas anytime on November 2.**

November 2	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 10. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.**
	• **Chapter 11 (Knowledge Management): Concepts: Lecture/Class Discussion/Class Exercises.**
	• **Individual Homework: Chapter 11- Talking Point Exercise: How a Beer Can Aided the Design of Canon's Revolutionary Mini-Copier. Post this assignment on Canvas anytime on November 9.**
	• **Individual Homework: Chapter 11- Talking Point Exercise: Knowledge Spectrums. Post this assignment on Canvas anytime on November 9.**
	• **Group Homework: Chapter 11- Case Study: Knowledge Management at Black and Decker. Post this assignment on Canvas anytime on November 9.**
November 9	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 11. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.**
	• **Chapter 12 (Leadership Development): Concepts: Lecture/Class Discussion/Class Exercises.**
	• **Individual: Professional Development Plan for a 4-Year College Instructor Position Due: November 16.**
	• **Individual Homework: Chapter 12- Talking Point Exercise: The Gettysburg Address. Post this assignment on Canvas anytime on November 16.**
	• **Group Homework: Chapter 12- Case Study: Google's Search to Find Better Bosses. Post this assignment on Canvas anytime on November 16.**
November 16	• **First 20 min. of class Learning Group Discussion: Select a current business issue/trend/problem in the field of business that is directly related to the concepts discussed in Chapter 12. The group will need to identify the issue and directly connect it to the concept they use for full credit. Evaluation will be zero, partial, or full points based on the completeness of the analysis/topic presented.**
	• **Chapter 13 (International HRD): Concepts: Lecture/Class Discussion/Class Exercises.**
	• **International Organizational Structural Design, Alignment, and Reconfiguration: Lecture/Class Discussion/Class Exercises.**
	• **Individual: Professional Development Plan for a 4-Year College Instructor Position Due: Post to Canvas anytime today.**
	• **Individual Homework: Chapter 13- Talking Point Exercise: Delivering Training Internationally. Post this assignment on Canvas anytime on November 30.**
	• **Individual Homework: Chapter 13- Talking Point Exercise: International Career Competencies. Post this assignment on Canvas anytime on November 30.**
November 30	• **Group Training Presentations November 30 & December 7. MS Student Pres.**