LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-323

Course Title: Organizational Development

(3 Units, 45 hours)

Course Start Date: January 19, 2017   **Course End Date: May 4, 2017**

Time: Wednesday, 1230-1515 hours (12:30 pm to 3:15 pm)

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.

Learning Goals:

The following learning goals are what I want to happen. Students will gain an understanding of the guiding principles and concepts of organizational development from the individual, group, and organizational levels.

1. 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.
2. 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).
3. Students will gain an understanding of the differences between organization development (OD) and organizational development.

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 access 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.

Has extensive professional experience in domestic procurement, supply chain networking, operations, capital budgeting, managerial accounting, and both contract and labor union negotiations. In addition, has extensive experience in international and domestic marketing strategy and delivery relating mostly to service delivery, but have also participated in marketing activities (print, digital, B2B, B2C) related to products. Specifically, safety lighting products for commercial trucking and bio-feedback hardware and software. Additionally; have designed, implemented, and managed marketing, recruitment, and hiring programs for attracting new employees. Also, have extensive experience with designing, implementing, and managing employee compensation and professional development and training programs. Besides these activities, have experience designing, implementing, and evaluating employee performance evaluation systems linking them with promotional, compensation, and succession strategies.

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 <u>will not</u> be involved in evaluating or grading any coursework produced by students; however, she will be practicing her feedback skills. She <u>will be</u> 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, professional development, communication skill building, structural alignment or reconfiguration, improving organizational culture, career/professional development, 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 <u>before</u> 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 you 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.

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.

Assignments, Policies & Coursework

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) **Individual Journal:** Students will maintain a journal where they will write entries to reflect on their recent course related activities and experiences, and will include their assignments from the textbook. This will provide students with a structure for critical analysis during these reflections, prompting students to respond to the main questions and relevant sub-questions. There are three reasons for having this exercise, which are:
   1. To demonstrate an ability to take in an experience/activity and describe it.
   2. Provide insight into a student's ability to connect this experience/activity to past learning or to the text in this course.
   3. Provide evidence of the student's ability to make a plan for the future, which is an indicator of a student's capacity for life-long learning.
   A journal should consider these questions:
   1. What? What happened? Was there a difference between what you expected and what happened? What did you do?
   2. So What? What have you learned? Why does that matter? To you? To your classmates? To other stakeholders? Is the experience in alignment, informed by, in conflict with the class text or other activities?
   3. Now What? How can you apply your learning? What information can you share with others? What would you like to learn more about?

   At the minimum, students should complete one journal entry for each class session. Some of the assignments will be included as part of the journal instead of separate homework assignments. Students will submit their journals on Canvas four times during the semester for assessment. Journal entries will be assessed using the following point values:
   - What? = 1 point.

- So What? = 1 point + 1 point for each connection to a lecture or reading.
- Now What? = 1 point + 1 point for a concrete action plan or evidence of action taken.
- So, a total of 5 points are available for each reflection entry (5 points = "A" grade for the specific entry/it is not 5 points out of the 100 possible for the course).

In addition to the reflection component of the journal, homework assignments from the textbook will be included in your journal. Your completed assignments are to become part of your journal entry for the class session for which they are due, and will be graded when you submit your entire journal for grading. You will not be submitting them independently. When submitting your journal, is a running journal so the second submission will also include what you submitted for the first submission, and what you included in the first and second submission will also be included in your third submission.

2) **First Assignment: Personal Goals Statement:** This introductory assignment is designed to help you think about why you are taking this course and how it connects with your overall learning goals for your degree program. Prepare a paper (at least 750 words) that identifies your personal goals for this course in specific and detailed terms. Include a description of how you plan to meet your goals that is specified in a weekly time schedule for this semester. If you want, you can set weekly goals and a time schedule. (Adapted from Weimer, 4.1.15). This assignment is part of your course journal.

3) **Last Assignment: What Have You Learned From This Course:** Write a self-evaluation (at least 750 words) where you analyze how well you net your personal goals for this course. If your goals changed, discuss how, and if unanticipated goals surfaced, describe what they were. End your paper by assigning yourself an overall grade based on your performance in the course. (Adapted from Weimer, 4.1.15). This assignment is part of your portfolio/journal.

4) **First Day Final:** The purpose of this exercise is to activate prior knowledge and provides students with a preview of what will be forthcoming. This exercise will also let students know where to focus their study efforts. On the first day, student will take a non-graded exam that consists of questions that are similar to a Final Exam, and then identify the questions they found the easiest and those they found to be most difficult. You will receive points for completing this exercise, but will not be graded on how many answers you got right and how many you got wrong.

5) **Last Day Final:** The purpose of this exercise is for students to see what they've learned during the course. On the last day of the course, students will re-take the non-graded First Day Final that will also include what questions you found easiest and those that you found most difficult. You will receive points for completing this exercise, but will not be graded on how many answers you got right and how many you got wrong.

6) **Entry Tickets:** The purpose of this exercise is to encourage students to review course materials that was recently covered in class. This activity serves to improve retention and recall. It also helps to ensure students come to class prepared (entry tickets), and that any misunderstandings are discovered before moving to new material (exit tickets). Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to

complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).

7) **Best Summary:** Students will individually prepare summaries of the main points at the end of specific content or a block of instructional content, a lecture, a video, or a reading assignment; and then work in learning groups to compare, evaluate, and rank order the summaries. This assignment will be done randomly during this course four times. The purpose of this exercise is for students to figure out what are the main learning points and their supporting ideas so they can remember them. For this assignment, students will be provided a handout with instructions. Students will complete the individual part, and then will be organized into groups. The group will rank order the summaries from the members of their group. Students will then report out, reading the top summary and stating their reasons for ranking it #1. The #1 summary will receive extra credit. This assignment cannot be made-up.

8) **Multiple-Task Checklist for Group Training Exercise:** This exercise provides a structured format for completing the Group Training project. It allows the group to master each step in the series prior to moving forward to the next one. The three steps are: Topic, Topic Bibliography, and a Training Outline. The group will submit portions of their project that will be assessed for completeness and quality. Each submitted step will be scored: Complete/Incomplete, and High Quality/Average Quality/Low Quality.

9) **Individual: Developing a Personal & Organizational Kanban.** During this course, you will have the opportunity to learn how Kanban techniques approaches can be used for both personal or professional development and for organizational development. Using the method we discuss in class, you will create your personal/professional Kanban. This Kanban will be included in your journal.

10) **Individual: Focused Smile Sheets & Effective Training Evaluation Tools.** For this exercise, you will learn how to develop effective training evaluation systems that provide effective ways to evaluating training that will help improve future learning practices. You will have the opportunity to develop an effective smile sheet, which will be included in your journal.

11) **Individual: Organizational Professional Development Needs Assessment and Training Proposal for an Organization:** 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 for the organization. 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. In other words, once you have identified areas for improvement, you need to develop a plan for making those improvements. Evaluation will be the A-F grading scale.

12) **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.

13) **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.

14) **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.

15) **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, and will be submitted as part of your journal.

16) **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 by the 5th week of class.

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 <u>must</u> 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.

<u>**Class Attendance Defined**</u>

(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 Journal (1st submission 10 pts., 2nd submission 10 pts., 3rd submission 10.5 pts.)	39.5%	39.5
Individual: Entry Ticket Exercise (x12, 0.50 points each)	6%	6
Individual: First Day Final & Last Day Final (NOT GRADED, counts as exercise participation [2 points each])	4%	4
Individual: Best Summary (4 for the course, 1 point each, best of rank order earns 0.50 extra credit point)	4%	4
Group: Multi-Task Checklist for Group Training Exercise (2 points for each step, 3 steps)	6%	6
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	20%	20
Individual – 74% Group – 26%	**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*

January 19	**Introduction to course and syllabus review (0.50 point for review).** **Learning Group Assignment (4-5 other students to form a learning group).** **First Assignment: Personal Goals Statement (Include in journal).** **First Day Final (Graded as a participation exercise not as an exam).** **Chapter 1 (Introduction to HRD): Concepts: Lecture/Class Discussion/Class Exercises.** **Individual Homework: Read Chapter 1 (Foundations of Human Resource Development). Include in journal.** **Individual Homework: Chapter 1- Talking Point Exercise: HRD Activities. Include in journal.** **The required text is available at sagepub.com, or an e-text is available on a variety of platforms including Kindle at Amazon.com.**
January 26	- Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). **Chapters 1 & 2 (Adult Learning Theories): Concepts: Lecture/Class Discussion/Class Exercises.** **Homework (Due at the start of class on 2/2): Read Chapters 2 and 3.** **Group Homework: Chapter 2- Case Study: MOOCs and learning in the 21st Century. Include in journal.**
February 2	- Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). **Chapter 3 (Creativity and HRD): Concepts: Lecture/Class Discussion/Class Exercises.** **Individual Homework: Chapter 3- Talking Point Exercise: Creativity locks. Include in journal.** **Homework (Due at the start of class on 2/9): Read Chapter 4.**
February 9	- Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). **Chapter 4 (Career Development): Concepts: Lecture/Class Discussion/Class Exercises.** **Introduction to Kanban & The Development of a Personal Kanban.** **Homework: Prepare a personal Kanban and include it in your Journal.** **Homework (Due at the start of class on 2/16): Read Chapter 5.**
February 16	Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the

	entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • **DUE TODAY: POST YOUR JOURNAL ON CANVAS (Covering January 18 to February 9 class sessions, 10 points).** • **Chapter 5 (Identity and Diversity): Concepts: Lecture/Class Discussion/Class Exercises.**
February 23	• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • **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. Include in journal.** • **Individual Homework: Chapter 6- Talking Point Exercise: Costing Training & Development. Include in journal.** • **Individual Homework (Due at the start of class on 3/2): Read Chapter 7.** • **Group Homework: Chapter 6- Case Study: Walgreens Pharmacy. Include in journal.** • **Individual: Organizational Professional Development Needs Assessment and Training Proposal due: March 23.**
March 2	• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • **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.** • **Introduction to training evaluation tools.** • **GROUP: Training Topic (Multi-Task Checklist, Item #1) for GROUP TRAINING EXERCISE. Post on Canvas.** • **Individual Homework: Chapter 7- Talking Point Exercise: The Importance of Evaluation – CIPD Viewpoint. Include in journal.** • **Individual Homework: Chapter 7- Talking Point Exercise: Level I Evaluation – Myths and Reality. Include in journal.** • **Group Homework: Chapter 7- Case Study: Evaluation of Aviation Training. Include in journal.**
March 9	• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy

	for this course).
	• **Chapter 8 (Performance Management at the Organizational Level): Concepts: Lecture/Class Discussion/Class Exercises.**
	• **Individual Homework: Chapter 8- Talking Point Exercise: The Value of Mentoring. Include in journal.**
March 23	• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).
	• **DUE TODAY: POST YOUR JOURNAL ON CANVAS (Covering February 16 to March 9 class sessions, 10 points).**
	• **GROUP: Training Topic Bibliography (Multi-Task Checklist, Item #2). Post on Canvas.**
	• **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. Include in journal.**
	• **Individual Homework: Chapter 9- Talking Point Exercise: Types of Capital. Include in journal.**
March 30	• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).
	• **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. Include in journal.**
	• **Individual: Professional Development Plan for a 4-Year College Instructor Position Due: April 20.**
April 6	• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).
	• **Chapter 11 (Knowledge Management): Concepts: Lecture/Class Discussion/Class Exercises.**
	• **GROUP: Training Outline (Multi-Task Checklist, Item #3). Post on Canvas.**
	• **Individual Homework: Chapter 11- Talking Point Exercise: How a Beer Can Aided the Design of Canon's Revolutionary Mini-Copier. Include in journal.**
	• **Individual Homework: Chapter 11- Talking Point Exercise: Knowledge Spectrums. Include in journal.**

	• **Group Homework: Chapter 11- Case Study: Knowledge Management at Black and Decker. Include in journal.**
April 13	• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).
	• **Chapter 12 (Leadership Development): Concepts: Lecture/Class Discussion/Class Exercises.**
	• **Individual Homework: Chapter 12- Talking Point Exercise: The Gettysburg Address. Include in journal.**
	• **Group Homework: Chapter 12- Case Study: Google's Search to Find Better Bosses. Include in journal.**
April 20	• Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).
	• **Last Assignment: What Have You Learned From This Course (Include in your Journal).**
	• **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. Include in journal.**
	• **Individual Homework: Chapter 13- Talking Point Exercise: International Career Competencies. Include in journal.**
April 27	• **DUE TODAY: POST YOUR JOURNAL ON CANVAS (Covering March 23 to April 20 class sessions, 10.5 points).**
	• **Group Training Presentations.**
May 4	• **Group Training Presentations & MS Student Presentations.**
	• **Last Day Final (Graded as a participation exercise not as an exam).**