

2015

# HRDE 652 Applied Adult and Organizational Learning and Behavior - XXIV

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**HRDE 652: APPLIED ADULT & ORGANIZATIONAL LEARNING & BEHAVIOR (2 CREDITS)**  
**Executive Human Resource Development Program**

**Spring 2015-Class XXIV**

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**PLEASE CALL FOR APPOINTMENT**

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**PLEASE CALL FOR APPOINTMENT**

Classes Meet in Hailstones 100X, unless otherwise advised.

Friday evenings, 6:30-10 p.m.:

1/16/15, 1/30/15, 2/27/15, 3/20/15, 4/17/15, 5/8/15

Xavier's academic mission is dedicated to promoting lifelong learning, critical thinking, and collaborative learning with the whole student in mind. The College of Social Sciences, Health, and Education (CSSHE) prepares undergraduate and graduate students in the Catholic Jesuit tradition intellectually, morally, and spiritually for careers and professions of service by:

- Challenging students to strive for academic excellence and life-long learning,
- Providing applied experiences grounded in theoretical foundations,
- Promoting collaboration and community partnerships,
- Incorporating research, scholarship, and innovation,
- Integrating ethical behavior and a respect for individual differences and diversity.

The HRD program's ultimate goal is to develop ethical, competent professional leaders who meet the increasing needs of not-for-profit and for-profit organizations for individuals who can perform effectively in critical HRD functions such as training and development, organization development and career development. This goal mirrors the Xavier and CSSHE missions by developing students who have practical skills and ethical standards through which they serve their organizations and society. The program provides students with the skills and ethical awareness to improve individual, group and organizational effectiveness in a society that is changing due to economic, social and world conditions; it provides a strong moral and ethical foundation on which students can base their decisions.

## **The HRD Program's Student Learning Outcomes (SLO):**

Upon graduation from the HRD Program:

1. Students will communicate effectively, ethically, professionally, and with social responsibility – verbally, in writing, and using technology.
2. Students will demonstrate strategic analysis skills related to assessment and evaluation, as well as professional and organizational research.
3. Students will design, develop, and facilitate HRD strategies and interventions that foster individual, group, and organizational learning, and support business goals.
4. Students will demonstrate problem-solving, critical thinking, reflective analysis, and life-long learning skills.

## **Substantive Perspective of the Course:**

This course is oriented in two directions. It is intended to follow up and complement HRDE 650, "Introduction to Adult & Organizational Learning and Behavior" and HRDE 651, "Organizational Effectiveness and Change." In this course, you will practice group interpersonal, presentation, and facilitation skills. You will also analyze your experience and reflect upon the group process as well as how your individual behavior influenced the situation and can influence it in the future.

## **General Course Objectives:**

At the end of this course, students will:

- (1) understand organizational culture and motivation for behavior of these organizations, teams and individuals.
- (2) be able to discuss an ethical framework in which they show respect for, interest in, and representation of individual and population differences and goals.
- (3) understand group dynamics, group development and techniques for improving group effectiveness.
- (4) understand their own behavior--individually, in groups and in organizations.
- (5) demonstrate skills in working effectively with others to research, prepare, and present to the class on an HRD topic.

## **Format:**

Like the other Executive HRD courses, the format will vary greatly among lecture presentations, group activities, case analyses, or role plays. Part of such a system is, obviously, the dependence upon responsible participation. In keeping with this, it will be important that you do the reading and work on time and that you attend all class sessions.

## **Texts:**

***In conjunction with HRDE 650, Introduction to Organizational Learning & Behavior, and HRDE 651, Organizational Effectiveness & Change, the texts which will be used are:***

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Anderson, D. (2013). *Organization development: The process of leading organizational change*. (3rd ed.) Thousand Oaks, CA: Sage.

Bens, I. (2012). *Facilitating with ease!* (3rd ed.) San Francisco, CA: Jossey-Bass.

Block, P. (2011). *Flawless consulting* (3rd ed.) San Francisco, CA: Jossey-Bass-Pfeiffer.

Reitman, A., & Williams, C. (2013). *Career moves* (3rd ed.) Alexandria, VA: ASTD.

### **Course Assignments:**

Reading and more information on the following assignments will be discussed during class.

#### **(1) Group Analysis**

Each learning group will prepare an analysis of its process of working together on the Group Project, according to guidelines provided in class. The purpose is to help you learn more about how groups work and your own behavior in groups. The group analysis (which is written by each small group and handed in as one paper per group) is due at 6:30 pm on Friday, May 8, 2015, in class.

#### **(2) Individual Analysis**

Each team member will write an analysis of their own behavior and that of the other group members--again, according to guidelines provided in class. The purpose here is to learn about one's own role in a group in a non-work environment. The focus is on your personal learning about how your behavior or style affects other and is affected by the behavior or style of others. The individual analysis is due at 6:30 pm on Friday, May 8, 2015, in class.

#### **(3) Group Project**

We will be organizing the class into groups; each group will be preparing a presentation on an HRD topic which will be taped and feedback provided by classmates and faculty. Specific guidelines and dates for the presentations for this assignment will be provided in class. It is expected that groups meet a minimum of 2 hours per week, either face-to-face or virtually using Canvas or other synchronous tools.

### **Format of Written Assignments:**

As in all HRD classes, assignments (unless otherwise noted) need to be typed, double-spaced, free of grammatical or typographical errors, and in non-discriminatory language. Please number all pages, provide a cover sheet with your name, date and course number; pages should have a 1 inch margin all around. Papers with more than 1" or less than 1" will not be accepted. All references should be in American Psychological Association style, 6th edition. For ease in transport, please submit papers single-sided on plain paper, stapled in the upper left hand corner and placed in the folder given to you in the beginning of class. Please don't bind or put papers in report covers. Please use a 12-point Times New Roman font.

## **Evaluation Requirements:**

**Your final course grade** will be computed on the basis of:

- (1) Group Analysis (25%);
- (2) Individual Analysis (50%);
- (3) Group Project Presentation (10%) and
- (4) Class Participation (15%).

Class participation includes attendance, active and full participation in small group activities, including contributions to small group requirements, and active and full participation in activities of the total class. You will be engaging in a number of small group experiences and activities, some of which will build on each other as well as the assigned readings. This will require the entire group's commitment and investment. Class attendance and participation in the activities will be used to determine the participation grade. This also includes active and timely communication with faculty and classmates, between class sessions, through email and Canvas, as well as completion of any ungraded assignments given to you in class. If you miss a Friday night or Sunday morning, 10 points will be deducted from your participation grade; if you miss an entire Saturday, 20 points will be deducted from your participation grade.

If for any reason an assignment is late, a half-grade reduction will be given. If the assignment is late by more than 1 week, a full grade reduction will be given. If the assignment is late more than 2 weeks, a full grade and a half reduction will be given. If the assignment is 4 weeks or more late, 2 full grade reductions will be given. For example, if the grade on the assignment was an "A-", a half-grade reduction would bring it to a "B+;" a full-grade reduction would bring it to a "B", a full grade and a half would bring it to a "B-", and 2 full grade reductions would bring it to a "C+". Grades for assignments are computed on the following basis: A+ = 100; A = 95; A- = 90; B+ = 88; B = 85; B- = 80; C+ = 78; C = 75; C- = 70.

Students with a sound grasp of the materials and a demonstrated ability to analyze those materials at a satisfactory to above average level for graduate students can expect to receive a grade of "B." "C's" will be given for minimal performance. "F's" are a failing grade. "A's" will be reserved to designate excellence. This will require not only a sound grasp of the materials and the demonstration of an ability to analyze them at a graduate level, but also a clear capacity to synthesize and critique the materials and apply principles contained for purposes of effective problem solving. Course grades will be submitted at the end of each semester; students can access their grades on the online MyXU portal.

Final grades for the course will be submitted as "A" (90-100), "B" (80-89), "C" (70-79), or "F" (below 69). Grades of "M" (Graduate Incomplete) will be filed if a student hasn't completed the graded and ungraded assignments for the course. Students should meet with the professor to determine a date that assignments will be provided the professor. Because of the cohort nature of the program and courses that require assignments that build upon each other, students who receive a grade of Incomplete should complete the course within four weeks after the last day of the term.

Please see the HRD Graduate Student Handbook, Section V2. Evaluation for more information about evaluation standards. See Section VII for Writing Standards & Academic Honesty, and Appendix III on the Education Department's Statement on Professional Behavior.

## **Accommodations for Special Needs:**

Any student who feels he/she may need an academic accommodation based on the impact of a disability

(e.g.: sensory, learning, psychological, medical, mobility) should contact Disability Services (Learning Assistance Center) at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514 or e-mail at lactest@xavier.edu.

According to American Disabilities Act (1990) regulations, a student who has a qualified disability that requires special accommodations in a classroom setting must notify the faculty of the accommodation request and make arrangements with the LAC. Students are responsible for following all LAC policies and guidelines for implementation of their accommodations.

**Summary of Due Dates for HRDE 652:**

1/30/15	Group Project Presentations
2/27/15	Group Project Presentations
3/20/15	Group Project Presentations
5/8/15	Group Analysis
5/8/15	Individual Analysis

*1/16/14-BSLG*