Xavier University

Exhibit

2012

HRDE 650 Introduction to Adult and Organizational Learning and Behaviors

Sharon Korth
korth@xavier.edu

Follow this and additional works at: https://www.exhibit.xavier.edu/human_resource_development_syllabi_fall_2012

HRDE 650: Introduction to Adult & Organizational Learning & Behavior (4 CREDITS)
Executive Human Resource Development Program

Class XXII: Fall 2012

DR. BRENDA S. LEVYA-GARDNER   **PLEASE CALL FOR APPOINTMENT**
100 Hailstones Hall
Xavier University
3800 Victory Parkway
Cincinnati, OH 45207-3211
O: 513-745-4287
Fax: [513]745-1048
E-Mail: gardner@xavier.edu

DR. SHARON J. KORTH   **PLEASE CALL FOR APPOINTMENT**
310 Hailstones Hall
Xavier University
3800 Victory Parkway
Cincinnati, OH 45207-3211
O: 513-745-4276
Fax: [513]745-1048
E-Mail: korth@xavier.edu

Classes Meet in Room 100X Hailstones, unless otherwise advised.

Fridays, 6:30-10:00 pm: 8/24/12, 9/14/12, 9/28/12, 10/19/12, 11/16/12
Saturdays, 8 am-5:30 pm: 8/25/12, 9/15/12, 9/29/12 (off-site)
Sundays, 8 am-12:00 pm: 8/26/12, 9/16/12, 9/30/12, 12/9/12

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:

Upon graduation from the HRD Program, students should be able to:

- *Communication*: communicate effectively -- orally, in writing, and using technology -- with stakeholders from different cultures and across all organizational levels
- *Ethics*: operate ethically and with social responsibility as a leader, consultant, and change agent, balancing individual and organizational interests
- *Individual, Group and Organizational Effectiveness*: develop strategies to improve individual, group, and organizational effectiveness
- *Training, Career & Organization Development Processes/Programs*: create training, career, and organization development processes and programs that utilize adult learning principles, align with organization goals, and make effective use of technology
- *Facilitation*: facilitate learning, skill development, problem-solving, dialogue, feedback, and planning sessions with groups and individuals in formal and informal settings
- *Organizational Assessment & Evaluation*: identify organizational needs and implement appropriate interventions, and use evaluation techniques to measure and improve their effectiveness
- *Analysis & Application of HRD Research*: analyze and utilize research, literature, and social media to inform decisions and actions that foster workplace learning and development
- *Critical Thinking*: employ critical thinking skills to develop a viewpoint and communicate it to others orally and in writing
- *Reflection*: reflect upon their own skills, values, competencies, strengths, interests, and needs, and create a plan for ongoing self-development and career opportunities

Substantive Perspective of the Course:

This course is oriented in two directions. It is intended to serve as a general introduction to HRD and as an introduction to adult learning and organizational behavior. Many of you have important experience as practitioners in a variety of fields which will be invaluable. This course should help to frame that experience and enhance it by locating it in a larger context and perspective.

A second direction is toward introducing graduate education and providing you with an opportunity to develop self-awareness as related to learning and personal preferences. This self-awareness will be a foundation for learning and working with others throughout the rest of the HRD program as well as in private, public, non-profit, and community organizations. The benefits, growth, and learning which you develop during your graduate work are significantly dependent upon the responsibility, openness and coherence which you bring into the situation.

General Course Objectives:

- To function as an introduction to the substance and history of Human Resource Development and to graduate study in the field, as well as to the Xavier Executive Human Resource Development Program.

- To provide informational resources, analytical skills, and writing skills which can help

you formulate a basic understanding of HRD, and communicate it to others.

- To create an opportunity for personal review and self-assessment as related to learning and personality preferences.

- To assist you in developing and improving your writing skills and in keeping a reflective learning journal.

- To introduce adult individual and group learning in an outdoor experiential setting.

- To develop an understanding of how adults acquire and use knowledge, skills and attitudes.

- To develop an understanding how individual and cultural differences in values, needs, interests, styles and competencies affect others, the learning process, and organizational behavior.

- To develop an awareness of organizations as dynamic, political and social systems that have multiple goals and use that framework for understanding and influencing events and change.

Format:

Like the other Executive HRD courses, the format will vary greatly among lecture presentations, group activities, experiential activities, case analyses, or role plays. Part of such as 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 & Materials:

In conjunction with HRDE 651, Organizational Effectiveness & Change, and HRDE 652, Applied Adult and Organizational Learning & Behavior, 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. (2012). *Organization development: The process of leading organizational change*. (2nd ed.) Thousand Oaks, CA: Sage.

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

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

David Kolb's Learning Style Inventory (to be distributed in class)

Hirsh, S. K., & Kummerow, J. M. (1990). *Introduction to type in organizations* (2nd ed.). Palo Alto, CA: Consulting Psychologists Press.

Myers-Briggs Type Indicator (to be distributed in class)

Reitman, A. (2006). *Career moves* (2nd rev. ed.). Alexandria, VA: ASTD.

Course Assignments:

Readings and **further information on the following assignments** will be discussed during class.

(1) Myers-Briggs Type Indicator (MBTI):

On August 25, 2012, you will be given a "test" booklet and answer sheet on the MBTI. You need to complete the instrument and give the answer sheet and booklet back to Brenda Levya-Gardner on Sunday morning, **August 26, 2012**. It's important that you get your answer sheet to Brenda in time so that there's enough time to score them and prepare for the September 14, 2012 weekend. Even if you have taken the MBTI recently, do so again.

There are absolutely no right or wrong answers to these questions; you are not evaluated for any grade or assignment to a group based upon this instrument. It is solely an instrument for self-knowledge and awareness. We will spend time during class going over the results and what they mean.

(2) Electronic Resources Assignment: Logging into MyXU, Blackboard and Email

Because access to Xavier's resources and email is so important, we have given you an assignment that needs to be completed **by September 7, 2012**. This assignment is attached to your Electronic Resources handout.

(3) Annotated Bibliography:

As part of this course and entire program, you will be increasing your written, oral, group leadership, library and research skills. This course will begin that process by assigning a short library research project which is due at 6:30 pm on **Friday, September 14, 2012**. You will each be given a topic on August 26, 2012 with which to prepare a bibliography. You will be shown how to post your bibliography online during the 2nd weekend of the program. A handout explaining in detail this assignment will be given to you in class.

(4) Learning Journal:

This assignment concerns the keeping of a learning journal. A journal is a very effective way of reflecting on your thoughts and actions, learning about yourself, and focusing energy and attention on your experience. Hopefully, this will be an opportunity to begin a journal which you can continue after this class is over. We will be presenting models for journals in class. The key to what you get out of a journal--more than with most other types of learning--depends entirely upon what you personally put into it, the seriousness and responsibility with which you approach the assignment. It is this quality as it appears in the diligence and care you put into the journal that will form the basis around which it will be evaluated. This is not a "diary" of events that you will be keeping; it is a **learning** journal whose purpose is to help integrate your learning in many environments. **DO NOT START THIS ASSIGNMENT UNTIL WE HAVE GIVEN YOU DETAILED INSTRUCTIONS DURING THE 2nd WEEKEND OF CLASS.** Please turn in your journal, in your Xavier folder given to you at the first class, for ungraded review and comments at 6:30 pm on **Friday, September 28, 2012** in class; the entire journal, with the

professor's comments included, will be due at 6:30 pm on **Friday, December 7, 2012** in class. The contents of your journal are confidential and will only be read by Brenda and Sharon.

(5) Organizational Diagnosis:

Using a model(s) of understanding and analyzing organizations which will be presented in class, you will need to individually prepare a diagnosis of an organization (or subunit of an organization) in which you work or volunteer. Guidelines will be provided for the report in class. The purpose of this assignment is not only to learn more about an organization but to begin the process of reflecting upon a situation in which you are involved--a sometimes difficult task. This assignment will also help you to practice good communication and consulting skills, in order to effectively gather the information about the organization. This assignment is due at **6:30 pm on Friday, December 7, 2012** in class.

(6) Group Project:

During the weekend of September 14, 2012, we will be organizing the class into groups; each group will be preparing a presentation on an HRD topic. Presentations will begin on January 25, 2013. The actual deliverables for this group project (group presentation, group analysis and individual analysis) will be part of the Spring 2013 course, HRDE 652, Applied Adult & Organizational Learning & Behavior. Full instructions for this assignment will be provided in class.

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 on plain paper, stapled in the upper left hand corner and place them in the folders given 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 for HRDE 650 will be computed on the basis of:

    a. Annotated Bibliography (20%)
    b. Learning Journal (20%)
    c. Organizational Diagnosis (45%)
    d. Class Participation (15%).
    e. MBTI completion (0%)
    f. Electronic Resources assignment (0%)

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. This also includes active and timely communication with faculty and classmates, between class sessions, through email and Blackboard, as well as completion of

ungraded assignments such as the MBTI, etc. Required ungraded assignments count in the Participation portion of the final grade; if they are not completed, a grade of Incomplete (M) will be submitted for the course. 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. Participation in the HRD program should be consistent with the Education Department's Statement on Professional Behavior, which is included as Appendix III in the HRD Student Handbook.

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.

SUMMARY OF DUE DATES FOR HRDE 650:

8/26/12:   Completed MBTI turned in
9/7/12:   Electronic Resources Assignment due
9/14/12:   Annotated Bibliography due
9/28/12:   Learning Journal due for review
12/7/12:   Entire Learning Journal due
12/7/12:   Organizational Diagnosis due

8/14/12