

DRAFT SYLLABUS

This is posted for your info to help you select or prepare for a course. An official version will be ready at or prior to your course start. Texts will be same or very similar. Please check online bookstore for exact texts.

TROY STATE UNIVERSITY

HRM 6623 - TRAINING AND HUMAN RESOURCE DEVELOPMENT

MAIN CAMPUS TERM 4-04

DISTANCE LEARNING

FACULTY: Ron Robinson, Ph.D. SPHR

OFFICE HOURS: As I am working from a home office, I will not have formal office hours. I can be contacted via e-mail, mail or phone at the below listed contacts.

PHONE/FAX/E-MAIL CONTACT:

Phone/Fax: Home/Office: (417) 338-2447

E-Mail: Home/Office: ronr313@earthlink.net

Mail: 536 Morgan Trail
Branson West, MO 65737

COURSE DESCRIPTION: A study of concepts and practices critical to identifying human resource training and developmental needs critical to ensuring organizational effectiveness.

COURSE OBJECTIVES: On successful completion of HRM 6623, the student should be able to:

1. Understand and apply sound performance appraisal techniques.
2. Understand and apply the theory and research of the performance appraisal.
3. Personally evaluate and be able to train others to evaluate employee performance.
4. Effectively counsel and provide apply performance feedback skills and techniques.

5. Understand the principles of learning and how to apply them to training and performance improving situations.
6. Design, implement, and evaluate training sessions and programs.
7. Design and implement a career management program.
8. Address major training program practices such as training in a TQM environment, a learning organization, and teams.

TEXTBOOKS: Goldstein, Irwin L. and Ford, Kevin J. (2002). Training in Organizations, (4th Ed.). Thompson Learning/Wadsworth. ISBN: 0-534-34554-9 and Grote, Dick (1996). The Complete Guide to Performance Appraisal. New York: American Management Association (AMACOM). ISBN: 0-8144-0313-1.

As students sometimes have difficulty in obtaining textbooks in a timely manner due to providers being out of stock, the following Internet sources are provided as alternatives. Note, <http://ebs.allbookstores.com> is particularly useful, as it provides a list of multiple sources which offer that text – along with the price from that source!

<http://www.alltextbooks4less.com> <http://www.half.com>
<http://ebs.allbookstores.com> <http://www.textbookx.com>
<http://www.textbookprices.com> <http://www.varsitybooks.com>

SUPPLEMENTAL READINGS: Supplemental readings have been selected from materials found in public libraries or the TSU Library and Web sites via the Internet.

HARDWARE AND SOFTWARE REQUIREMENTS: Online access to the Internet for electronic mail (e-mail) capability. On-demand access to a PC with an operating system compatible with Windows 98, 2000 or later is required. Any e-mail software such as Netscape or Internet Explorer will work. No video or images will be transmitted via the Internet. Application software compatible with Microsoft Office 2000 or later is required.

ADMINISTRATIVE AND TECHNICAL SUPPORT: Please contact Ms. Marci Shirley [334-670-5876] or tsulearn@trojan.troyst.edu or Ms. Kim Barron [334-670-5876] or kbarron@trojan.troyst.edu for administrative support such as address changes, registration or tuition payments. For assistance in using TSU library resources please contact Brian Webb bwebb@troyst.edu. Please contact Scott Erb scotterb@troyst.edu for technical questions regarding the use of the TSU Blackboard 6.1 distance learning system.

DISTANCE LEARNING COURSE METHODOLOGY: HRM 6623 is taught using on-line distance learning (DL) lesson modules and can only be completed successfully by

students who have on-demand access to the Internet and e-mail. It is designed to be simple in structure, requiring only e-mail capability for communication with the instructor and student classmates. The course is organized around eleven lesson modules; each described in the study guide, which accompanies this syllabus overview. Each lesson module is organized generally as follows:

LESSON MODULE

- Overview
- Objectives
- Text Reading Assignment
- Supplemental Readings
- Instructor Notes
- Application Tasks (AT's)

The reading assignments are in the required texts, listed above, and supplemental readings. The Application Tasks (AT's) are to be completed within student groups and posted on the Course Digital Drop Box. An individual research paper is to be completed individually. Group discussions may be conducted using a Group Discussion Board.

The Application Tasks are due on the dates listed on each lesson. It is the responsibility of each student, and each student group, to meet the lesson deadlines. Any potential or actual problems should be brought to the instructor's attention immediately, using e-mail, fax, or by calling the instructor.

Group assignments will be made and students notified on or about **Tuesday, March 16, 2004**, the day after the start of Term 4-04. Students are to work together to satisfy the lesson objectives and ATs. Students who have worked together before or otherwise want to be assigned to the same work group can e-mail the instructor and request same (cannot request for other students, must hear from each) to the above e-mail address prior to group assignments. All such requests will be considered, but the final group assignment decision is up to the instructor. All assignments must be submitted by midnight of the Sunday ending the lesson week.

EVALUATION:

Group Performance Score: All group members will receive the same grade for each group **Application Task (AT)**. Group grades will be averaged over the course to arrive at a final Group Performance score. (Note below under **Task Group Management** how a lack of constructive participation in the group assignments can affect the final Group Performance score assigned to any individual group member).

Mid-term Examination: Will be an **individual proctored closed-book examination**, separate lesson (#4), consisting of ten (10) short essay questions (each worth 10 points/percent – 100 points/%) covering the Training and Development portion of the class. **Note: Students must coordinate the proctored examination location and proctor with Ms. Kim Barron [334-670-5876] or kbarron@trojan.troyst.edu, during**

their course registration.

Individual Research Paper: Using multiple outside sources, each student will research a Human Resource training, development or performance appraisal topic of their choice and submit their results in a 15 - 20 page **Research Paper** prepared in accordance with American Psychological Association Publication Manual standards. (Additional instructions for this requirement are contained in the **Research Paper Instructions** attached separately to the Course Information Bar/Page of the course Home Page).

Final Examination: Is the final class lesson (#9). It will be an individual open-book examination consisting of ten, half-page short essay questions (each worth 10 points/percent) covering the Performance Management portion of the class.

COURSE GRADING: Individual grades will be A, B, C, D or F, computed on the basis of the assigned final Group Performance, mid-term examination, research paper and final examination scores – weighted as follows:

Group Performance Score	35%
Midterm Examination	20%
Individual Research Paper	25%
Final Examination	<u>20%</u>
	100%

STUDENT RESPONSIBILITIES:

Task Group Management: Student interaction is critical to effective learning in the distance-learning format. Students are assigned to small groups for the duration of the course. Each lesson requires students to discuss AT's within their group (at least via e-mail) and complete and turn in a single group response to the instructor by mid-night of the last day (Sunday) of the lesson week by posting on the Course Home Page Drop Box Page/Bar. Task Group "Chair" (leadership) responsibilities will rotate around the group, changing at the end of each lesson period. Upon notification of Group assignment, the first thing the Group must do is select a Chairperson for the first lesson; groups will then arrange for subsequent rotating Chair responsibilities and identify the Group #, rotating Chair for that lesson and all other Group Members on the first and all subsequent lesson AT responses.

At the Group's discretion, its members may recommend that a student's lack of or exceptional participation result in a three-and-a-half (3.5) point/ percent reduction in (lack of participation) or addition to (exceptional participation) their assigned Group Performance score. A report form format for measuring and reporting lack of or exceptional group participation to the instructor is appended to this syllabus.

Standards of Conduct: All students are expected to comply with the standards contained in the TSU published **Oracle** publication. Copies of the **Oracle** should be available at the registration site. Particular attention should be paid to the sections in the **Oracle**

pertaining to **cheating, plagiarism and furnishing false information** to the university or instructor.

Honor Code: The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites sanctions up to and including expulsion from the university. Most importantly, **students may not submit work as their own, in whole or in part, unless it is truly their own creation.** Violating this principle is known as **plagiarism**, and it is a serious offense in an academic environment. The instructor will assume that all students are familiar with the Standards of Conduct in the TSU Bulletin.

AMERICANS WITH DISABILITY ACT (ADA): Any student who has disabilities that fall within the ADA must inform their instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of this course.

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DEVELOPMENT**

DISTANCE LEARNING

TERM 4 - 04

LESSON SCHEDULE AND TEXT CHAPTER ASSIGNMENTS

**LESSON WEEK
ENDING DATES**

**LESSON AND TEXT ASSIGNMENTS AND
EXAMINATIONS**

TRAINING

(Goldstein and Ford Text)

**Sunday,
March 21st:**

Lesson #1. Chapters 1 and 2.

**Sunday,
March 28th:**

Lesson #2. Chapters 3, 4, 7 and 8.

**Sunday,
April 4th:**

Lesson #3. Chapters 5, 6 and 9.

**Monday, April 5th to
Friday, April 16th:**

**Lesson #4. CLOSED BOOK PROCTORED
MIDTERM EXAMINATION on training
portion of course (Chapters 1 – 9 of the
Goldstein and Ford text). Exam can be taken
any time during the weeks of April 5th thru
April 16th.**

**PERFORMANCE MANAGEMENT
(Grote Text)**

**Sunday,
April 18th:**

Lesson #5. Chapters 1, 15, 2 and 13

**Sunday,
April 25th:**

Lesson #6. Chapters 3 – 5 and 10.

**Sunday,
May 2nd:**

Lessons #7. Chapters 6 - 9.

***Sunday,
May 9th:**

Lessons #8. Chapters 11, 12, 14 and 16.

*** - The Research paper is due by midnight of the Sunday of this lesson (#8).**

**Sunday,
May 16th:**

LESSON #9. OPEN BOOK FINAL EXAMINATION on the Performance Management portion of the course (Chapters 1 – 16 of the Grote Text). The examination will be posted on the course home page by mid-night of the Sunday preceding this lesson (Sunday, May 9th). It is due by Drop Box posting mid-night of the Week Ending Date of this Lesson (#9).

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TERM 4-04

INDIVIDUAL GROUP MEMBER GRADE RECOMMENDATIONS

(Date)

TO: Dr. Ron Robinson

FROM:

SUBJECT: Adjustment to Final Assignment Grade for Individual Group Members – Group # _____

We (all Group members except those listed below must sign the recommendation) recommend the following individual Group member(s)' grade(s) be adjusted as follows:

Above the Group Grade (One member only):

Below the Group Grade (One member only):
