

**NOVA SOUTHEASTERN UNIVERSITY
FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES**

**DOCTOR OF EDUCATION
IN ORGANIZATIONAL LEADERSHIP**

Online Syllabus/Study Guide

LDR 9410

**PRINCIPLES AND THEORIES OF ORGANIZATIONAL
ENGINEERING IN HUMAN RESOURCE DEVELOPMENT**

by

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PREFACE

LDR 9410 Principles and Theories of Organizational Engineering in Human Resource Development is designed to prepare prospective and practicing professionals in the field of training and organization development to assume leadership roles within their organizations. Students who successfully complete this course will be able to link current concepts, issues, and theories in the field of training and organization development into a unified body of knowledge that will enable them to meet the complex leadership challenges unique to contemporary organizations. This course is one of three in the Human Resource Development (HRD) specialization. The other courses in this specialization are **LDR 9420 The Strategic HRD Leader: Developing Global Competence** and **LDR 9430 Advanced Study: Ideas, Issues and Practices in HRD**.

The training and development of organizational employees, the human resources in the organization, will be the focus of this aspect of organizational leadership. Thus, the term “human resources development” or “HRD” will be used often in this course. Note that many organizations have personnel or human resources departments, and the term “HRD” often is used to refer to those departments. Those departments generally are responsible for such functions as employee recruitment, orientation, compensation and benefits, and employee relations. In this course, the term HRD refers to the development and performance enhancement of the organization’s human resources, not to the functions of the personnel department. It is essential to note the difference.

This study guide/syllabus serves as an overview of the topics to be studied in **LDR 9410 Principles and Theories of Organizational Engineering in Human Resource Development (HRD)**. The guide presents learning outcomes anticipated as a result of active engagement in the study area. The readings and assignments are organized around three major themes: (a) *Foundation*: models, theoretical approaches, and ethical considerations in HRD; (b) *Application*: leadership practices in promoting individual and organizational learning and change; and (c) *Evolution*: Organization Development (OD) and evolving challenges in the HRD profession.

LDR 9410 Principles and Theories of Organizational Engineering in HRD is a practitioner-oriented, applied course in the HRD aspects of leadership in organizations. The course expands the knowledge base begun by students in the core Organizational Leadership course, LDR 8530 Developing the Organization’s Human Capital. LDR 9410 Principles and Theories of Organizational Engineering in HRD will link theories of training and organization development to current and evolving challenges in contemporary organizations. In order to complete the requirements for this course, participants must be affiliated in some way with an organization, agency, department, or institution that provides employee training and development, organization development, or HRD consulting services. The affiliation may be full-time or part-time employment in the organization, agency, department, or institution or service as a compensated or *pro bono* consultant in HRD or OD.

As an active learner your first task is to read this guide carefully and thoroughly. Your instructor will provide you with further areas for discussion, reflection, and collaboration with your course colleagues during your interactive online sessions.

The course incorporates a variety of learning resources including texts, articles, Web sites and other Internet resources, and the experiences and expertise of the learners themselves. Learners are expected to contribute actively to the collaborative learning experience envisioned for this course. The instructor will serve as a facilitator, guide, and individual/group consultant in the learning process.

COURSE DESCRIPTION

LDR 9410 Principles and Theories of Organizational Engineering in HRD

Organizational engineering is a domain of knowledge that deals with understanding, measuring, and predicting and guiding the behavior of groups and individuals that produce positive results and achieve desired goals. In this course students will examine macro principles and theories that comprise “organizational engineering” such as human behavior, adult learning, communication and facilitation, learning styles, and training and development. Students will also examine ethical standards that can relate to human resource development, through the prism of their personal ethics. (6 credits)

INSTRUCTIONAL SEQUENCE

The instructional sequence of **LDR 9410** is divided into three major themes that will be examined over the 15-week period of the course. The guide, therefore, is divided into three topical areas:

The first topical area is **Foundation: Models, Theoretical Approaches, and Ethical Considerations in HRD**. This course component examines the philosophical, theoretical, and ethical dimensions of the HRD profession from a systems approach. Learners will differentiate between learning and performance paradigms in HRD and examine the major theoretical underpinnings of each paradigm. Learners will identify their own assumptions, biases, and philosophical perspectives related to HRD leadership practice. Then, learners will identify a specific organization and conduct a leadership audit of HRD practices in that organization. The leadership audit will examine the stated mission, vision, and values of the organization and identify its philosophical and ethical orientation as demonstrated in its HRD practices. The audit will then examine the congruence between the organization’s HRD practices and its mission, vision, and values. The audit will include an executive summary of specific recommendations for the enhancement of HRD leadership practice in the organization.

The second topical area is **Application: Leadership Practices in Promoting Individual and Organizational Learning and Change**. This course component focuses on core HRD practices as well as specific training and development practices oriented toward improving learning and performance in individuals and groups. This component also focuses on the evaluation aspect of HRD; that is, how well the HRD practices met the objectives for which they were implemented. Learners will design and conduct an HRD organizational outcomes evaluation. In the outcomes evaluation, learners will identify an organizational learning and/or performance problem and examine practices the organization is using or has used to address the problem. Then, after reviewing the appropriate literature, learners will identify the extent to which HRD practices used by the organization have been effective in enhancing organizational performance, and provide data to support their findings. Learners will recommend improvements to practices, techniques, programs, actions, or other HRD methods used by the organization. Learners will also design a matrix, formula, spreadsheet, or other method to calculate and evaluate organizational return on investment in employee training and development.

The third topical area is **Evolution: Organization Development (OD) and Evolving Challenges in the HRD Profession**. This course component examines current approaches to OD as well as emerging problems and challenges to leaders in the HRD field. Learners will identify an OD problem or opportunity in their organization and then propose an OD intervention to address the problem or opportunity. Learners will then review the appropriate literature and design a specific quantitative, qualitative, or process-based approach to OD in the target organization. Finally, each learner will formulate a synthesis paper that (a) presents an individualized philosophy of ethical leadership practice in HRD, (b) identifies current and evolving challenges related to their own practice area in the HRD profession, and (c) includes an annotated “webliography” of at least 10 professional Internet-based resources (journals, organizations, conferences, Web sites, etc.) directly related to the identified challenges.

LEARNING OUTCOMES

As a result of active engagement in the learning processes of LDR 9410, course participants will be able to:

- Describe the evolution and scope of contemporary HRD leadership.
- Conduct a leadership audit of HRD practices in a specific organization and formulate recommendations for improvement of HRD practice in that organization.
- Differentiate between learning and performance paradigms in HRD practice.
- Describe foundational dimensions and theories of HRD, including those related to psychology, economics, management science, and systems theory, and discuss their interaction and application to the practice of HRD.

- Discuss models of individual, team, and organizational learning.
- Design and conduct an HRD organizational outcomes evaluation.
- Analyze and evaluate the effectiveness of current and/or past approaches to HRD in a specific organization.
- Calculate and evaluate organizational return on investment in employee training and development.
- Compare and contrast HRD and Organization Development (OD) in terms of perspectives, practices, and intended outcomes.
- Identify an OD problem or opportunity in a specific organization; design a specific quantitative, qualitative, or process-based approach to OD in the target organization; and formulate an OD proposal focused on improving organizational effectiveness.
- Identify and describe current and/or evolving challenges affecting various practice areas in HRD and compile a compendium of professional resources, including journals and other publications, Internet Web sites, and/or professional organizations associated with those practice areas.
- Formulate a personalized philosophy of ethical leadership practice in HRD.

COURSE CONDUCT

LDR 9410 is conducted using a Web-based course management system called WebCT. More specific information about WebCT may be obtained through the WebCT Web site at <http://webct.nova.edu>. You will also communicate with your instructor and your course colleagues through WebCT e-mail. Your assignments and the instructor's feedback will be posted in designated WebCT discussion and assignment folders.

As previously stated, **LDR 9410 Principles and Theories of Organizational Engineering in HRD** is divided into three major study areas: (a) *Foundation*: models, theoretical approaches, and ethical considerations in HRD; (b) *Application*: leadership practices in promoting individual and organizational learning and change; and (c) *Evolution*: Organization Development (OD) and evolving challenges in the HRD profession.

These topics are organized over a 15-week term. You should plan to spend a minimum of five hours per week working online, exploring and examining Internet sites and related materials, engaging in chat sessions, and preparing written assignments. You should also plan to spend a minimum of four hours per week in off-line work. Off-line activities include reading the required texts and materials, doing the necessary background work to prepare for the chat sessions, and conducting the applied research required by the assignments. Written assignment

information appears in the Course Requirements section of the study guide/syllabus. Additionally, the assignments and activities for all sessions will be posted as messages in the course area on WebCT.

The course includes three colleague (cohort) chats. Scheduling the time for the colleague chats is the responsibility of the students. Your instructor will post the topics for the colleague chats and will review the transcripts of all chats posted. More information about the colleague chats will be provided in the first weeks of the course.

Reading assignments are found in the Course Assignment Outline within this study guide/syllabus. You should strive to complete as much of the readings as soon as possible so that you will be adequately prepared for the course assignments.

As you progress through this course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, and online chat sessions. Make the most of this experience.

REQUIRED TEXTS

Kraiger, K. (Ed.) (2002). *Creating, implementing, and managing effective training and development: State-of-the-art lessons for practice*. San Francisco: Jossey-Bass. ISBN 0-7879-5396-2.

Phillips, J., & Stone, R. (2002). *How to measure training results: A practical guide to tracking the six key indicators*. New York: McGraw-Hill. ISBN 0-0713-8792-7.

Swanson, R., & Holton, E. (2001). *Foundations of human resource development*. San Francisco: Berrett-Koehler Publishers. ISBN 1-57675-075-2.

Waclawski, J., & Church, A. (Eds.) (2002). *Organization development: A data-driven approach to organizational change*. San Francisco: Jossey-Bass. ISBN 0-7879-5718-6.

Additional Required Resource: FSEHS/Educational Impact Electronic Textbook; to be purchased at the Educational Impact Web site: <http://www.educationalimpact.com>.

RECOMMENDED READINGS

Course participants are referred to the extensive bibliography prepared for the Organizational Leadership program. This can be accessed online through the Organizational Leadership Web site. In addition, the instructor may recommend additional readings during the course.

COURSE REQUIREMENTS

Learning activities for **LDR 9410** consist of readings; discussion postings, responses, and other individualized interaction between instructor and learner; interactive learning experiences (chats); and major written assignments.

Readings: The readings are organized according to the three core study areas of this course. The reading assignments are essential for your understanding and development of the following written assignments: 1) The HRD Leadership Audit, 2) The HRD Organizational Outcomes Evaluation, 3) The Organization Development Intervention Proposal, 4) The Synthesis Paper, and 5) discussion responses and interactives. It is important that you complete all of the required reading as quickly as possible. You are expected to integrate the content of reading assignments into all of your work. There will be opportunities for questions and clarification of the concepts in online discussions or in WebCT e-mail postings to your instructor. You are expected to complete the readings according to the weekly outline in the study guide/syllabus.

Core Area I: Foundation: Models, Theoretical Approaches, and Ethical Considerations in HRD.

Reading Assignments:

Kraiger, K. (Ed.) (2002). *Creating, implementing, and managing effective training and development: State-of-the-art lessons for practice*. Chapters 1 through 4.

Swanson, R., & Holton, E. (2001). *Foundations of human resource development*. Chapters 1 through 8.

Waclawski, J., & Church, A. (Eds.) (2002). *Organization development: A data-driven approach to organizational change*. Chapter 15.

Core Area II: Application: Leadership Practices in Promoting Individual and Organizational Learning and Change.

Reading Assignments:

Kraiger, K. (Ed.) (2002). *Creating, implementing, and managing effective training and development: State-of-the-art lessons for practice*. Chapters 5 through 11.

Phillips, J., & Stone, R. (2002). *How to measure training results: A practical guide to tracking the six key indicators*. Chapters 1 through 14.

Swanson, R., & Holton, E. (2001). *Foundations of human resource development*. Chapters 9 through 11.

Core Area III: Evolution: Organization Development (OD) and Evolving Challenges in the HRD Profession.

Reading Assignments:

Swanson, R., & Holton, E. (2001). *Foundations of human resource development*. Chapters 12 through 17.

Waclawski, J., & Church, A. (Eds.) (2002). *Organization development: A data-driven approach to organizational change*. Chapters 1 through 14 and chapter 16.

From time to time additional reading assignments may be posted in the WebCT folder. Be sure to check carefully each week. In addition to the required readings above, all students are directed to the Educational Impact Resource at <http://www.educationalimpact.com> for further concepts, insights, and strategies applicable to their own organizations.

Discussion Topic (Lecture) Responses: Your instructor will post discussion topics related to the readings, issues, concepts, and assignments for the course. You will be required to read the instructor's postings and post a written response in the designated weekly discussion folders in WebCT. Unless otherwise indicated, discussion postings are due no later than MIDNIGHT eastern time on Saturday of the specified week. If religious or other reasons preclude a Saturday posting, you are free to post responses earlier in the designated week, as discussion topics will be posted well in advance of the response due date.

Chats: You will be required to participate in three interactive chats with your course colleagues only. Each chat will last approximately one hour. The chats with your colleagues will be conducted without the instructor, but will be guided by a specific topic or issue provided by the instructor. All colleague chats are saved as electronic files and will be reviewed by the instructor. Chat participation, both quantity and quality, is part of your final course grade. (See Grading Criteria.) Chats are intended to be scholarly discussions of the assigned topics; therefore, social "chit-chat," sidebar conversations, and other irrelevant interactions are not appropriate. Chats are synchronous interactive experiences; therefore, chats cannot be "made up" if missed. The final grade will reflect any missed chat(s). If you are unable to attend a chat for any reason, you are expected to post a one to two page reaction/reflection paper incorporating the chat topic as a professional courtesy for the benefit of your course colleagues. This posting, however, does not substitute in any way for the missed chat.

Written Assignments: Your instructor will advise you of the specific due dates for all major written assignments. The Course Assignment Outline in this study guide/syllabus indicates the weeks during which major written assignment must be posted. Unless otherwise indicated, assignments are due by MIDNIGHT eastern time on the specified due date. Assignments should be posted as an e-mail attachment to the appropriate WebCT folder as assigned by the instructor. All assignments must include a title page, formatted per Organizational Leadership form and style requirements. All assignments must conform to the requirements of the APA (5th edition) publication manual and Organizational Leadership format

requirements. All students are advised to keep a copy of all written assignments throughout their doctoral program.

In addition to the written discussion responses, there are four major written assignments in this course. Each is described in detail in the Written Assignment Requirements section of this study guide/syllabus.

1. **The HRD Leadership Audit:** Course participants will select and research a specific organization and conduct a leadership audit of HRD practices in that organization. The leadership audit will examine the stated mission, vision, and values of the organization and identify its philosophical and ethical orientation as demonstrated in its HRD practices. The audit will then examine the congruence between the organization's HRD practices and its mission, vision, and values. The audit will include an executive summary of specific recommendations to improve HRD leadership practice in the organization. Course participants will post this assignment for review by the instructor and course colleagues.
2. **The HRD Organizational Outcomes Evaluation:** Course participants will identify an organizational learning and/or performance problem and examine practices the organization is using or has used to address the problem. Then, after reviewing the appropriate literature, learners will identify the extent to which HRD practices used by the organization have been effective in enhancing organizational performance, and provide data to support their findings. Learners will recommend improvements to practices, techniques, programs, actions, or other HRD methods used by the organization. Learners will also design a matrix, formula, spreadsheet, or other method to calculate and evaluate organizational return on investment in employee training and development. Course participants will post this assignment for review by the instructor and course colleagues.
3. **The Organization Development Intervention Proposal:** Course participants will identify an OD problem or opportunity in their organization and then propose an OD intervention to address the problem or opportunity. Participants will review the appropriate literature and design a specific quantitative, qualitative, or process-based approach to OD in the target organization. Participants will then formulate an OD proposal which describes the problem or opportunity, approaches to addressing the problem or opportunity, a plan for implementation of the intervention, and specific evaluative measures to assess the effectiveness of the intervention. Course participants will post this assignment for review by the instructor and course colleagues.
4. **The Synthesis Paper:** Course participants will present a paper integrating and synthesizing all major course components into a unified whole. The paper will also include a personalized philosophy of ethical leadership practice in HRD, a discussion of current and evolving challenges related to participants' own practice areas in HRD, and an annotated "webliography" of at least 10 professional Internet-based resources (journals, organizations, conferences, Web sites, etc.) directly related to the identified challenges. Course participants will post this synthesis paper for review by the instructor

ONLY; the paper will not be posted for course colleagues. The resources webliography, however, will be shared with course colleagues at the conclusion of the course.

GRADING CRITERIA

The assignments for LDR 9410 and their corresponding grading points are as follows:

<u>Assignment</u>	<u>Grading Points</u>
1. The HRD Leadership Audit	15
2. The HRD Organizational Outcomes Evaluation	25
3. The Organization Development Intervention Proposal	20
4. The Synthesis Paper	15
5. Discussion (Lecture) Responses	15
6. Chat Participation	<u>10</u>
TOTAL	100

91-100 points = A
 86-90 points = B+
 80-85 points = B
 below 80 points = F

Final grades issued in this course are A, B+, B, and F. Professors may also issue C, D, or F as well as plus and minus grades on assignments as indicators of quality.

“Incomplete” grades: The student must negotiate an Incomplete (I) grade with the professor. An I is given at the discretion of the professor and is only considered in a case where the student has completed most of the course assignments. The professor will determine the time extension given to each student. The time extension may not exceed one term, or 15 weeks.

A student who does not complete any assignments is not entitled to an I grade and will receive an F. Students who receive F's will be placed on probation and will be expected to take the course over again.

WRITTEN ASSIGNMENT REQUIREMENTS

Note: All assignments must be spell checked and proof read prior to posting. No late postings will be accepted. If you are unable to post by the deadline, your instructor may recommend withdrawal or an Incomplete grade for the course.

Written Assignment 1

THE HRD LEADERSHIP AUDIT

Learning Strategies: Learners will select a specific organization and conduct a leadership audit of HRD practices in that organization. Learners will compile and examine the stated mission, vision, and values of the organization and identify its philosophical and ethical orientation as demonstrated in its HRD practices. Practices to be considered include new employee orientation, employee skills training, staff development, team process training, organizational development, selection for professional development conferences, and other training and/or development activities. The audit will then examine the congruence between the organization's HRD practices and its mission, vision, and values. The audit will include an executive summary of specific recommendations to improve HRD leadership practice in the organization. Further instructions will be provided during the first weeks of the course.

Assignment Parameters: The paper will be posted in the designated WebCT folder during week 5. It is not necessary that the target organization be named in this paper; the learner may refer to the organization as "Organization XYZ" or some other pseudonym. The paper should include (a) an introduction; (b) a literature review of at least seven published references related to organizational mission, vision, values, and ethics; (c) discussion of the target organization's stated mission, vision, and values; (d) discussion and analysis of the target organization's HRD practices as listed above; (e) an analysis of the congruence between the organization's stated mission, vision, and values and its HRD practices; (f) conclusion; (g) references; and (h) an appendix consisting of a one-page executive summary of recommendations and their rationales to improve HRD leadership practice in the organization. The paper should be 14 to 16 pages in length exclusive of the title page. The paper must adhere to Fischler Standard Format style requirements and the APA (5th edition) manual.

Written Assignment 2

THE HRD ORGANIZATIONAL OUTCOMES EVALUATION

Learning Strategies: Course participants will identify an employee learning and/or performance problem in a specific organization (as with Assignment 1, the organization need not be identified by name) and examine practices the organization is using or has used to address the problem. The identified problem should be one that is experienced by at least five employees, rather than an individual performance problem that affects only one or two persons in the organization. Then, after reviewing the appropriate literature, learners will identify the extent to which HRD practices used by the organization have been effective in solving the problem, and

provide data to support their findings. Learners will recommend improvements to practices, techniques, programs, actions, or other HRD methods used by the organization. Learners will also design a matrix, formula, spreadsheet, or other method to calculate and evaluate organizational return on investment in employee training and development, following recommendations and suggestions in *How to Measure Training Results*.

Assignment Parameters: The assignment will be posted in the designated WebCT folder during week 10. The paper will include (a) an introduction and statement of the employee performance problem; (b) an examination and discussion of the target organization's approach(es) to solving the identified employee performance problem; (c) a literature review of at least ten published references related to solving the identified performance problem; (d) analysis and discussion of the target organization's effectiveness in solving the employee performance problem; (e) recommendations for improvements to practices used by the organization; (f) a matrix, formula, spreadsheet, or other method specifically designed to calculate organizational return on investment from the recommendations provided; (g) conclusion; (h) references; and (i) appendix(es) if applicable. The paper should be 16 to 20 pages in length exclusive of the title page and incorporate a minimum of ten references. The paper must adhere to Fischler Standard Format style requirements and the APA (5th edition) manual.

Written Assignment 3

THE ORGANIZATION DEVELOPMENT INTERVENTION PROPOSAL

Learning Strategies: Course participants will identify an OD problem or opportunity in their organization and then propose an OD intervention to address the problem or opportunity. As with previous assignments, a pseudonym may be used for the organization. Participants will review the appropriate literature and design a specific quantitative, qualitative, or process-based approach to OD in the target organization. Participants will then formulate an OD proposal which describes the problem or opportunity, approaches to addressing the problem or opportunity, a plan for implementation of the intervention, and specific evaluative measures to assess the effectiveness of the intervention. As this assignment is an OD proposal, it should be addressed to the organization's senior management. The intervention need not be implemented during the term of this course, but the assignment must include a plan for implementation and evaluation of the intervention.

Assignment Parameters: The assignment will be posted in the designated WebCT folder during week 13. The paper will include (a) an introduction and statement of the OD problem or opportunity; (b) a literature review of at least seven published references related to the identified problem or opportunity; (c) a proposed plan to address the problem or opportunity; (d) a list of resources (including staff, equipment, financial resources, etc.) needed to implement the OD intervention; (e) a summary of anticipated organizational benefits to be derived from the intervention; (f) a plan for implementation of the intervention, including timelines; (g) a plan for evaluation of the intervention; (h) conclusion; and (i) references. The paper should be 12 to 15 pages in length exclusive of the title page and incorporate a minimum of seven references. The

paper must adhere to Fischler Standard Format style requirements and the APA (5th edition) manual.

Written Assignment 4

THE SYNTHESIS PAPER

Learning Strategies: The learner will review, integrate, and synthesize all course components into a summary of what has been learned throughout the course. The paper will also include a personalized philosophy of ethical leadership practice in HRD, a discussion of current and evolving challenges related to participants' own practice areas in HRD, and an annotated bibliography or "webliography" of at least 10 professional Internet-based resources (journals, organizations, conferences, Web sites, etc.) directly related to the identified challenges. The webliography will list the URL or Web site for the resource and a short (one to two paragraphs) summary of the site. Course participants will post this synthesis paper for review by the instructor ONLY; the paper will not be posted for course colleagues. The resources webliography, however, will be shared with course colleagues at the conclusion of the course.

Assignment Parameters: The assignment will be posted to the instructor's WebCT mailbox ONLY (not to course colleagues) during week 15. The paper should be 10 to 15 pages in length exclusive of the title page and should incorporate at least six references to books, articles, or other learning materials used in assignments for this course. The paper will include three appendixes: (a) the learner's personalized philosophy of ethical leadership practice in HRD; (b) a short discussion of at least five current and evolving challenges affecting the learner's current or desired practice area within HRD; and (c) an annotated "webliography" of at least 10 references as described above. The webliography should include the Web site address and a one-paragraph summary of the site for each of the resources. The paper must adhere to Fischler Standard Format requirements and the APA (5th edition) manual. The paper may, however, be written in the first person.

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The next section of this study guide/syllabus contains a weekly assignment outline. Please note the weekly deadlines for completing the reading assignments and posting the written assignments. Your instructor will provide further direction regarding specific assignment deadlines.

COURSE ASSIGNMENT OUTLINE

WEEK ONE

- Review WebCT tutorial
- Post current personal/professional profile (biosketch) into designated folder
- Carefully review LDR 9410 syllabus and become familiar with course requirements
- Carefully review format and style requirements as noted in APA (5th ed.) publication manual; review Fischler Standard Format requirements
- Read and respond to discussion posting 1 (topic: the evolution, scope, and ethical challenges of contemporary HRD leadership)
- Read *Foundations of Human Resource Development*, chapters 1 through 4
- Read *Organization Development: A Data-Driven Approach to Organizational Change*, chapter 15

WEEK TWO

- Read and respond to discussion posting 2 (topics: theory building in HRD; models and metaphors for HRD practice; the influence of psychology, economics, management science, and systems theory)
- Read *Foundations of Human Resource Development*, chapters 5 and 6
- Begin work on Written Assignment 1

WEEK THREE

- Read and respond to discussion posting 3 (topic: learning and performance paradigms in HRD)
- Read *Foundations of Human Resource Development*, chapters 7 and 8
- Read *Creating, Implementing, and Managing Effective Training and Development*, chapters 1 and 2
- Continue work on Written Assignment 1

WEEK FOUR

- Read and respond to discussion posting 4 (topic: models of individual, team, and organizational learning)
- Read *Creating, Implementing, and Managing Effective Training and Development*, chapters 3 and 4
- Complete Written Assignment 1 for posting next week

WEEK FIVE

- Post Written Assignment 1: The HRD Leadership Audit
- Read and respond to discussion posting 5 (topics: principles of effective HRD, organizational outcomes evaluation)
- Read *Creating, Implementing, and Managing Effective Training and Development*, chapters 5 through 8
- Read *How to Measure Training Results*, chapter 1
- Participate in colleague (cohort) chat one

WEEK SIX

- Read *Creating, Implementing, and Managing Effective Training and Development*, chapters 9 through 11
- Read *How to Measure Training Results*, chapters 2 and 3
- Begin work on Written Assignment 2

WEEK SEVEN

- Read *How to Measure Training Results*, chapters 4 through 7
- Read *Foundations of Human Resource Development*, chapters 9 through 11
- Continue work on Written Assignment 2

WEEK EIGHT

- Read and respond to discussion posting 6 (topics: HRD effectiveness and return on investment [ROI])
- Read *How to Measure Training Results*, chapters 8 through 10
- Participate in colleague chat two
- Continue work on Written Assignment 2

WEEK NINE

- Read and respond to discussion posting 7 (topic: implementation of HRD outcomes evaluation)
- Read *How to Measure Training Results*, chapters 11 through 14
- Read *Foundations of Human Resource Development*, chapters 12 through 14
- Complete work on Written Assignment 2 for posting next week

WEEK TEN

- Post Written Assignment 2: The HRD Organizational Outcomes Evaluation
- Read and respond to discussion posting 8 (topic: HRD vs. OD: perspectives, practices, and intended outcomes)
- Read *Organization Development: A Data-Driven Approach to Organizational Change*, chapters 1 through 5

- Read *Foundations of Human Resource Development*, chapters 15 through 17
- Begin Written Assignment 3

WEEK ELEVEN

- Read and respond to discussion posting 9 (topic: quantitative, qualitative, and process-based approaches to OD)
- Read *Organization Development: A Data-Driven Approach to Organizational Change*, chapters 6 through 11
- Continue work on Written Assignment 3

WEEK TWELVE

- Read *Organization Development: A Data-Driven Approach to Organizational Change*, chapters 12 through 14
- Complete work on Written Assignment 3 for posting next week

WEEK THIRTEEN

- Post Written Assignment 3: The OD Intervention Proposal
- Read *Organization Development: A Data-Driven Approach to Organizational Change*, chapter 16
- Begin work on Written Assignment 4
- Participate in colleague chat three

WEEK FOURTEEN

- Complete Written Assignment 4 for posting next week
- Complete Resources Webliography (annotated bibliography of Web sites and other Web resources) for posting next week

WEEK FIFTEEN

- Post Written Assignment 4 (The Synthesis Paper) to INSTRUCTOR ONLY in instructor's WebCT mailbox
- Post Resources Webliography for course colleagues in week 15 discussion folder
- Read and respond to final discussion posting (topic: reflections on leadership in HRD)