



# Cleveland State University

## ALD 646

### Human Resource Development for Adult Educators (4 credit hours) Summer 2017

Schedule: Online – July 1, 2017 to August 11, 2017

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**Office Hours:** By appointment only

#### Required Texts:

Sadler-Smith, E. (2006). *Learning and development for managers: Perspectives from research and practice*. Malden, MA: Blackwell Publishing.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: Author. (Required Style Manual)

\*Additional Readings are available on the Electronic Course Reserve. **The password** for ALD 646, Summer Semester 2017 **is: 1227**

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## **NOTICE TO STUDENTS WITH A DISABILITY**

Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015 immediately. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

Students should let me know as soon as possible if they need any assistance. I will hold any information shared with me in strictest confidence.

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## **NOTICE TO STUDENTS REGARDING REGISTRATION**

The Dean and Provost have declared that only students registered in a course can receive a grade. Grades will not be assigned to students not officially registered for this course. If you have not registered or have been de-registered at any point prior to the beginning or during this course, you cannot continue in this course until you register or resolve the reason for de-registration. Please understand that the professor never receives notification of de-registrations.

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### **Catalog Description:**

“An elective course for graduate students in the Adult Learning and Development Program. Addresses the complex skills, concepts, and strategies relating to the adult teaching/learning component of human resource development in business, education, industry, government, and voluntary organizations.

### **Course Purpose:**

The purpose of the course is to introduce learners to theoretical foundations and practical applications of human resource and organizational development (HROD). Based on the definition of HROD developed by the American Society of Training and Development (ASTD), this course will focus on three key areas: training, career development, and organizational development.

### **Course Goals:**

- Introduce learners to strategic and critical thinking about HROD initiatives.
- Identify and develop core competencies required of HROD professionals.
- Examine HROD within the context of theory, research, and practice from the perspective of adult education.
- Examine and explore ethical issues in HRD and training.

### **Course Objectives: Upon completion of the course, you will be able to:**

1. Define the core theoretical principles related to HROD.
2. Compare and contrast the primary HROD functions of training, career development, and organizational development.
3. Describe, compare and contrast program planning and evaluation models used in HROD
4. Outline various theories of learning in the context of HROD for the purposes of individual and organizational effectiveness.
5. Analyze and critique existing and emerging theories of human resource development and learning in adulthood.
6. Critically read literature concerning human resource development and training

7. Develop and share gained insights related to adult learning in work contexts.

\*The instructor reserves the right to change the syllabus contents as the need arises\*

### Fundamental Requirements in the Learning Environment

#### Course Expectations:

The fundamental design of this class is based on the premise that each participant is a resource person as well as a learner and that each of us has the responsibility to contribute to the learning of the community in addition to our own learning. Practically, this means that we all share the responsibility of teaching and preparing for classes. Course activities include a combination of group work, power points, reading, reflection on reading and experience, writing, and online discussions. One principle will underlie all that we do: The best learning occurs from active engagement. You cannot be a passive participant in this online course. I expect you to engage in the assignments and the online discussions. This means you have read the assigned readings for the week and are prepared to discuss them in-depth. Your critical reading and reflection on the assigned readings is a valuable contribution to the learning. I also value your experiences within organizations and life.

- My basic assumptions about a graduate class and participation is as follows:
  - You are taking this class to learn something that you need or want to know.
  - You are interested in contributing as much effort, time and attention at your disposal to help the larger community of practice to grow and learn together.
  - You are interested in doing your very best for each assignment.
  - In my role as facilitator, I am committed to providing feedback that is useful to your growth and learning, both professionally and personally.

**This class is worth 4 credit hours** – therefore, you should plan to spend ample time online to engage in the discussions, as well as outside of the online environment on your reading and writing assignments. This is a graduate level course, as a result, the level of work required and outside readings are greater than those in an undergraduate course are.

#### Evaluation

The grade of “A,” reserved for excellence, requires a grasp of materials and an ability to analyze such materials at the graduate level. In addition, a student should demonstrate the ability to critique, synthesize materials, and apply principles utilized for effective problem solving and project assessment. Students who demonstrate the ability to analyze such materials at a satisfactory to above average level can expect to receive a grade of “B.” Incomplete grades are reserved for extenuating circumstances. Grades are determined using the following point scale and course requirements:

<i>A = 96 – 100</i>	<i>B = 81-85</i>
<i>A- = 90-95</i>	<i>B- = 76-80</i>
<i>B+ = 86-89</i>	<i>C = 66-75</i>

	<b>Title of Assignment</b>	<b>Due Date – end of</b>	<b>Maximum Points</b>
1	<a href="#">On-line Discussions</a> (6 weekly discussions worth 3 points each)	Weekly	18 points
2	<a href="#">3 On-line Quizzes</a>	Unit 1, 4, & 6	22 points
3	<a href="#">Journal Article Review</a>	Unit 2	20 points
4	<a href="#">Compare and Contrast Paper</a>	Unit 4	20 points
5	<a href="#">Case Study</a>	Unit 6	20 points
	<b>Total Possible Points</b>		100 points

## Plagiarism Policy of Cleveland State University

“The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.” (<http://www.csuohio.edu/academic/writingcenter/WAC/Plagiarism.html> )



Please read all the information under the Plagiarism folder for this course. This folder can be reached by going to the home page and clicking on the “Course Information” folder. Please note that the penalty for plagiarizing can range from a zero on a particular assignment, to an “F” in the course to dismissal from the University for repeated violations of this policy.

The expectation is that, as a graduate student, you know how to cite sources and reference material from other authors properly. **All papers will be verified by turnitin.com to ascertain that all sources have been properly cited. Please follow the instructions for uploading your Journal Article Review, Compare, and Contrast Paper to Turnitin.com prior to turning it into Blackboard.**

If you need help with this beyond what is provided in this course, you are encouraged to contact the University Writing Center at (216) 687-6982, contact the director of the center via email at [m.murray@csuohio.edu](mailto:m.murray@csuohio.edu), or visit the Center, which is located in the Main Library.

## Evaluation Criteria

Because of the variety of assignments, I will use a variety of evaluation criteria. As much as possible, I will apply the following criteria to all assignments:

1. Writing -
  -  Mechanics: Has attention been paid to spelling, grammar, sentence, and paragraph structure?
  -  Style: Is your paper well organized, well written, and readable?
2. Statement of the Problem: Have you clearly stated your purpose, problem, research question, and/or thesis?
3. Relationship to human resource, training and organizational development: Do you state clearly how the topic and content relate to these aspects of adult education, and more specifically to the course assignment?
4. Documentation: Be thorough and accurate in citations and references. The APA manual 6<sup>th</sup> edition is the required style manual for all assignments.

5. Presentation of written material: Do you provide a statement of what you will do? Does your paper follow this statement in a logical and coherent fashion?
6. Analysis of Thought: Do you synthesize your ideas? Are you clear and concise? Are your ideas coherent and cohesive? Can I understand your argument? How convincing are you?
7. Support for arguments/statements. Do you provide evidence to support your statements and arguments?
8. It is important that students address questions, assignments, and/or tasks.
9. Avoid using sexist language (i.e., referring to all people as he or him). See APA guideline 6<sup>th</sup> edition for “non-sexist language” and avoiding “racial and ethnic bias”
10. All written assignments must be typed or word-processed in written paragraph form, and be the specified page length for the assignment. Please use a 12-point font size with 1-inch margins.
- 11. Late assignments will not earn full credit. One point will be deducted for the specific assignment in question for each day an assignment is late, for any reason, up to a total of 5 points.**
12. Cleveland State University has a Writing Center. The Writing Center is located in Rhodes Tower in the Library on the first floor – Room 124 and provides several opportunities for students at various levels to improve their writing. Any student can call (216 687-6981) or visit the Center to schedule a private tutorial session. The center is open from 9:30 am to 7 pm, Monday to Thursday and 9:30 – 4 pm on Fridays. You may also interact with the Writing Center online at their website: <http://www.csuohio.edu/academic/writingcenter/>  
Please be aware that you must give them at least five business days to review your work and give you feedback.

✚ Additional resources to help you with your writing can be found at <http://www.csuohio.edu/academic/writingcenter/writinghelpforGrads.html>

## Assignments:

### On line Discussion Forums

**Total points = 18**

The Discussion Forum represents a major mode of learning throughout this course. Here are some key characteristics of the learning discussion forums:

- The instructor or the discussion coordinator will facilitate all discussions.
- Discussions are tied to specific readings and weeks and will only be open to contributions for the scheduled period.

Each student is required to participate in all the discussion questions for a particular unit/week.

\* Each discussion question will be worth 3 participation points. You are required to post at least twice for each question to receive full points. **Your second response must occur at least 24 hours after your first posting.**

- This is a discussion, so you need to follow the discussion as if you would a conversation in class. The discussion question is only the jumping off point. Each participant is responsible for creating the discussion as it moves along.
- Please note that comments such as “I agree with what Karen said above” is insufficient to earn your points. You need to provide thoughtful comments to the discussion.
- There will be approximately 6 discussion questions during the course.
- **NOTE: each set of discussion questions will open on Saturday at 12:01 AM and will end the following Saturday at 11:59 PM.**

- You are welcome to participate in the discussions as often as you like.
- If someone asks you a question in a post, I expect you to have the courtesy to answer him or her even if you already posted twice.

**Your second response must occur at least 24 hours after your first posting.**

The reason behind the 24-hour rule is that you are part of a discussion. Since you can enter the discussion whenever you like, in order not to have students just posting two comments in a row and then leaving the discussion – the 24-hour rule – allows you to be part of an ongoing discussion and therefore part of continuing the learning for yourself and others.

**TO EARN FULL POINTS** you need to make sure that you include the following in your postings. First, reference the readings where appropriate, along with the citations. Second, use proper grammar and spelling – if you click on the enable HTML editor before you begin to write your response, it will spell-check for you or you could write your response in Word and then cut and paste. Third, back up all opinions and statements with facts and/or examples. Finally, your second response must occur at least 24 hours after your first posting.

\*\*\*\*Your postings should show that you have read and reflected on the assigned readings. \*\*\*\*

## On-line Quizzes

**Total points = 22**

There will be three quizzes during this course. These quizzes will occur in Unit 1, 4, & 6. Each quiz will be a combination of multiple-choice and short answer essays. The purpose of the quiz is to provide a learning opportunity for the material that will be covered in that unit. Individual instructions and grading will be provided with each quiz. There will be multiple opportunities to work on the quiz during the unit.

## JOURNAL ARTICLE REVIEW PAPER

**20 points**

**Due by 11:59 PM, July 15<sup>th</sup> (end of Unit 2)**

The purpose of this assignment is to give you an opportunity to read about a topic related to this course that you are interested in and to find out the latest thinking about it.

### Criteria for choice of article:

1. Date of article must be after 2012.
2. The article you select needs to have at least 15 references.
3. The focus of the article must be from one of the following areas: human resources, organizational development, or training and development/talent management

The paper should include the following:

1. **CITATION** - Put the full article citation at the top of the page in APA format.

Example:

Monaghan, C. H., & Cervero, R. M. (2006). Impact of critical management studies courses on learners' attitudes and beliefs. *Human Resource Development International*, (9)3, 379-396. DOI: 10.1080/13678860600893573.

**2. TYPE OF ARTICLE:** Is the article

- A) A conceptual or theoretical piece (proposing ideas and supporting them with advice and examples, or
- B) A piece that reports research

If it reports research, is it:

- a) A quantitative report? (Examples: an experiment, a report of the statistical results from a large sample, research that might deal with yes/no questions, or counting how many said this or that.)
- b) A qualitative report? (The report of a study that has a small sample chosen according to criteria that deal with meaning, or process oriented questions that study the culture of a group (ethnography), or research that gathers data through in-depth interviews, observations, and documents.)

**3. PURPOSE OF ARTICLE** - What is the purpose of the article?

Is the purpose clearly stated at the beginning, or do you have to hunt for it? How well does the author expand on, or answer the questions raised in the stated purpose?

**4. SUMMARY OF ARTICLE**

Write a three-paragraph summary. Describe the article from the author's perspective.

**5. STRENGTHS AND WEAKNESSES**

Focus your report on the strengths and weaknesses of the article. Consider the following points.

- a) How well written is the article?
- b) How is it organized? For instance, is it organized in a chronological order or perhaps by themes? Does it make sense?
- c) Is there a clear purpose statement?
- d) Does the article follow through with practical applications?
- e) Are there examples that make the author's main points clear?
- f) How important are the ideas about training, career development, or organizational development for a practitioner?
- g) How well did the author achieve the article's purpose?

**6. RECOMMENDATIONS:**

Would you recommend this article to your classmates or professional colleagues? Why?

**7. LENGTH OF REPORT:** Minimum of 3 pages

**8.** Use APA standards (sixth edition) for citing your sources within your paper.

**9.** Upload a copy of the article along with this paper in Blackboard.

**Compare and Contrast Paper**

**Total points = 20**

**Due by 11:59 on July 29<sup>th</sup> (end of Unit 4)**

**Written Assignment (minimum of 6 and maximum of 10 pages):**

The purpose of this paper is to help you think about the various HROD planning and evaluation models that are used in the business setting. When writing your descriptions you should imagine that, your audience is a company that has asked you for a proposal to do some consulting work with them. How can you explain the models in a concise and easy to read

manner. Note: **There are two parts to this paper**

### **Part 1**

- 1) Briefly describe the central characteristics of the ADDIE model as expressed in the readings.
- 2) Briefly describe one other model as described in the Cowell et al. (2006) article. Explain why you choose this model. What is its value to HROD and/or adult education?
- 3) Compare and contrast these two models.
- 4) Which model would you recommend to your potential client and why?

### **Part 2**

- 1) Briefly describe Kirkpatrick's evaluation model.
- 2) Briefly describe Phillips evaluation model.
- 3) Compare and contrast these two evaluation models.
- 4) Discuss the importance of evaluation in the context of program planning for organizations. In other words, beyond level one, evaluation can be difficult and time-consuming. Discuss its importance in terms of the individual learner and the organization.
- 5) Which model would you recommend to your potential client and why?

**Success Tip:** When writing a paper of more than three pages you should use headings to identify each section clearly. It provides you with a tool to organize your writing and ensure that you cover all the points required for the assignment. If you find that you are unable to distinguish where each point is covered or even if you have covered all the important points – then you can assume that I will not be able to determine that either. In addition, if you use headings, it will enable me to provide you better feedback to help you improve your understanding of the concept as well as, improve your writing.

## **Case Study**

**20 points**

**Due by 11:59 on August 11, (end of Unit 6)**

Written assignment (3 to 4 pages with appropriate citations from our readings and an additional page for references.)

There are four different Case Studies under the Blackboard tab Case Studies. You will choose one of the four and follow the guidelines for responding. They deal with 1) Training Program Development, 2) Organizational Development, 3) Management Development, and 4) Needs Assessment. Cases 1 and 3 have four different categories to which you can respond; humanistic, behavioral, constructivist, and social learning. You only need to respond to one of them not all four.

**You may earn 2 bonus points by turning this last assignment in by August 5<sup>th</sup>.**

**Note: This final assignment is due on a Friday, rather than a Saturday.**



## Schedule of Readings and Assignments

Unit # /Topic	Readings	Assignments
<b>1 – Introduction to Learning &amp; HRD</b>  July 1-July 8 <sup>th</sup>	Sadler-Smith, Ch 1 & 3	1. Discussion question 2. Quiz
<b>2 – Strategic Approach to Learning, Development, and HROD</b>  July 8 <sup>th</sup> - July 15 <sup>th</sup>	Sadler-Smith, Ch 2	1. Discussion question 2. Journal Article Review Paper due by 11:59 PM July 15, 2017
<b>3 – Training Models</b>  July 15 - July 22	Allen, W.C. (2006). Overview and evolution of the ADDIE training system. <i>Advances in Developing Human Resources</i> , 8(4), 430-441. DOI: 10.1177/1523422306292942	1. Discussion question
<b>4 – Planning and Implementing Learning and Development</b>  July 22 - July 29	<p><a href="#">(Library Course Reserves: ADDIE)</a></p> <p>Cowell, C., Hopkins, P. C., McWhorter, R., &amp; Jorden, D. L. (2006). Alternative Training Models. <i>Advances in Developing Human Resources</i>, 8(4), 460-475. DOI: 10.1177/1523422306292945: (Library Course Reserves: <a href="#">Alternative</a>)</p> <p>Optional Reading: Sadler-Smith, Chapters 4, 5, 6</p> <p>Bonus activity reading: Monaghan, C. H. (2010). Working against the grain: White privilege in human resource development. In C. L. Lund &amp; S. A. J. Collin, III, (Eds.), <i>White privilege and race: Perceptions and Actions. New Directions for Adult and Continuing Education, No. 125</i>, spring 2010, pp 53-64. San Francisco: Jossey-Bass. DOI: 10.1002/ace.362. (Library Course Reserves: <a href="#">Monaghan</a>)</p>	1. Discussion question 2. Quiz 3. Compare and Contrast Paper is due by 11:59 PM July 29, 2017

Unit # /Topic	Readings	Assignments
<b>5 – Evaluation of Learning and Development</b> <b>July 19 - Aug 5</b>	Phillips, P.P., & Phillips, J. (2008). ROI fundamentals: Why and when to measure ROI, pp. 32- 57. San Francisco: Pfeiffer. ( <a href="#">Library Course Reserves: Phillips</a> ) Optional Reading: Smith-Sadler, Chapter 9	1. Discussion question
<b>6 – Management and Leadership Development</b> <b>Aug 5- Aug 11</b>	Smith-Sadler, Chapter 7 Optional Reading: Smith-Sadler, Chapter 8	1. Discussion question 2. Quiz 3. Case study is due by 11:59 PM Aug 11, 2017 – NOTICE: 2 Bonus Points, if turned in by 11:59 pm on Aug 5 <sup>th</sup> . 4. FINAL NOTE: This unit ends on Friday at 11:59 and not on Saturday.