

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>1/29/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Management Programs College Business Administration	
Current Course Prefix and Number MAN 4350		Current Course Title Human Resources Development
<i>Syllabus must be attached for ANY changes to current course details. See <u>Template</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Leading Change and Development Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*See Definition of a Credit Hour. **WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See <u>WAC Guidelines</u>. ***GE criteria must be indicated in syllabus and approval attached to this form. See <u>Intellectual Foundations Guidelines</u>.</small>	Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: <small>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).</small>	
Effective Term/Year for Changes: Fall 2024		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone Gary Castrogiovanni / castrogi@fau.edu / 72523		
Approved by Department Chair _____ <i>Ethlyn Williams</i> College Curriculum Chair _____ <i>Julie Neugebauer</i> College Dean _____ <i>Dan Neff</i> UUPC Chair _____ <i>Korey Sorge</i> Undergraduate Studies Dean _____ <i>Dan Meeroff</i> UFS President _____ Provost _____		Date _____ <u>1/4/2024</u> _____ <u>2/11/2021</u> _____ <u>2/1/24</u> _____ <u>2/2/24</u> _____ <u>2/2/24</u> _____ _____

Email this form and syllabus to mjennning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

Course Number & Section: MAN4350-100
CRN Number: xxxxx
Leading Change and Development
Fall 2024
Fully Online

***Syllabus subject to change**

Professor Information

Dr. Theresa Maia
Boca Raton, FL
tmaia@fau.edu
561-573-9962

Office Hours

Please call for an appointment at 561-573-9962, or send an email for a request via tmaia@fau.edu

Webex Personal Room <https://fau.webex.com/meet/tmaia>

****Please note for any hearing impairment issues-please use closed caption tool on videos.**

Required Text and Materials

- Human Resource Development (McGuire, 2014), Second Edition, Sage Publication.
- Computer Access
- Internet Access
- Basic Canvas LMS skills
- Basic Skills for Office programs (word processing and presentation programs)
- All the materials provided to you every week are required for you to read and view. The only optional material is a reflections assignment assigned the last week of class.

Preferred Equipment and Materials:

- American Psychological Association (2009). *Publication Manual of the American Psychological Association*, (6th Edition), Washington, D.C., Editor
- Computer
- Microsoft Office programs (Microsoft Word & PowerPoint)
- A microphone is preferred if any Blackboard collaborate sessions are assigned

Required Technological Skills:

- Basic Skills in computer use
- Access to the internet
- Canvas LMS skills
- Basic Skills for Office programs (word processing and presentation programs)

Required Software

- Microsoft 365 Suite [Link to download](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Java – [Link to download](#) and/or [Link to verify Java](#) on your computer
- Adobe Flash Player: [Link to download](#)
- Mobile App: Instructions on how to download the Canvas App on an iOS device ([Link for iOS Instructions](#)) or Android device ([Link for Android instructions](#)).

Internet Connection

- Recommended: Broadband (high-speed) Internet connection with a speed of 4 Mbps or higher
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- To check your Internet speed, [click here](#).

Minimum Technical Skills Requirements

The general and course-specific technical skills a student must have to succeed in the course include but are not limited to:

1. Accessing Internet.
2. Using Canvas (including taking tests, attaching documents).
3. Using email with attachments.
4. Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
5. Copying and pasting functions.
6. Downloading and installing software.
7. Using presentation, graphics, and other programs.
8. Posting and commenting in an online discussion.
9. Searching the FAU library and websites.

Computer Requirement - Basic computer specifications for Canvas [Link to Specifications](#)

Operating System

- A computer that can run Mac OSX or Win 7.0 or higher.

Peripherals

- A backup option should be available to minimize the loss of work, such as an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

Software

- Once logged in to Canvas, make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these occurrences can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased; please plan appropriately. If a problem occurs, it is essential that you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem.

****Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.****

Upon clicking the “Help” tab, you will be able to:

- Report a problem
- Search Canvas guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, take a Print Screen image of the monitor when the problem occurs. Save the image as a .jpg file. If you are unfamiliar with creating a Print Screen image, visit [Link to Print Screen Instructions](#).
3. Complete a Help Desk ticket ([Link to Help Desk](#)). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. The process includes the following steps:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. If you do not hear back from a Help Desk representative in a timely manner (48 hours), it is your responsibility to follow up with an appropriate staff member until a resolution is reached.
5. Once you have submitted a Help Desk Ticket, inform your instructor. Include all pertinent information of the incident (steps 3b-d above). Keep your instructor informed of the status.

Course Description

Methodologies for systematically bringing about organization change and improvement. Goals are to make an organization more effective and to enhance the opportunity for organization members to develop their personal potential.

Course Prerequisites and Credit Hours: MAN 3025 and MAN 4301

Course Expectations

The following outlines my goals and expectations of you for this class. Please refer to it first if you have any questions about assignments or my policies.

LECTURE NOTES, COURSE READINGS, ASSIGNMENTS AND JOURNAL ARTICLES

- (1) All lecture and discussion materials are available in Canvas. Please ensure that your email address is correct on the system.
- (2) You are expected to keep up to date with HR information by searching the web for each case discussion. Outlets such as “Human Resource Management”, for example, can be accessed on the FAU Libraries Electronic Collection. For library access go to the red Library tab at the top of the Canvas.
- (3) Articles pertaining to an organization or organizations and human resources management for the team presentation should be researched using the FAU Libraries Electronic Collection. Select “Proquest” to start searching. Useful database titles include ABI/INFORM, ArticleFirst, WilsonSelectPlus, etc. You can also search by electronic journals (e.g. search for title beginning with or containing “human resource”).

Course Delivery Mode

This is a fully online course accessible only through FAU's learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help. [Link to Office of Information Technology Help.](#)

The course is organized into modules with dates provided for each module. Dates and durations for each module may vary so please pay close attention to start and due dates. The course begins with the START HERE page, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, PowerPoints, and other relevant materials for each subsequent module.

Course Response & Feedback

Email: The email response time for professor in this online course is 48 hours, excluding weekends and major holidays.

Comments on Discussion Board Posts: I will provide feedback on discussion board posts within 72 hours of posting of the comment.

Feedback on Assignments: Assignment feedback will be provided on submitted assignments in about a week from time of submission. This will include a grade as well as feedback from the professor.

Course Learning Objectives

As a result of the deliverables in this course, students will be able to:

- ✓ Investigate the historical origins of human resource development and its interdisciplinary roots
- ✓ Explore the various ways in which hrd has been defined
- ✓ Review the criticisms levelled at the theory and practice of hrd
- ✓ Examine the emergence of critical hrd.
- ✓ Identify the contributions made by cognitivism, behaviorism, social learning, and critical learning approaches to understanding how employees learn
- ✓ Look at the roles of individuals, educationalists, and professional bodies in the learning process
- ✓ Identify the barriers inhibiting employee creativity in the workplace
- ✓ Explore the role of perspective, perception, and positionality in the creativity process
- ✓ Examine how creativity is affected by the work environment and leadership support
- ✓ Explore a range of contemporary career concepts
- ✓ Investigate the field of career counselling through looking at schein's career anchors inventory and holland's vocational preference inventory
- ✓ Analyze the importance of continuing professional development

- ✓ Explore why hrd has largely neglected diversity issues to date and why diversity should play an important role in hrd
- ✓ Investigate the benefits of diversity training in organizations
- ✓ Examine ways in which organizations can embrace diversity in the workplace.
- ✓ Examine the learning theories underpinning training interventions
- ✓ Look at the knowledge/skills mix associated with training interventions
- ✓ Review baldwin and ford's model in relation to training transferability
- ✓ Review the kirkpatrick four levels taxonomy and criticisms associated with it
- ✓ Explore the usefulness of benchmarking and different forms of benchmarking
- ✓ Consider the importance of the balanced scorecard to delivering a complete picture of organizational performance
- ✓ Consider the role of line managers in performance management in increasingly involved organizations
- ✓ Look at developmental relationships such as coaching, mentoring and employee counselling
- ✓ Explore the role of leaders in the management of performance in organizations
- ✓ Examine a range of factors that exist within the global environment affecting the design and delivery of strategic hrd
- ✓ Explore key models and frameworks of strategic hrd
- ✓ Identify barriers that exist to implementing strategic hrd approaches
- ✓ Examine the importance and significance of organizational learning, distinguishing between single-, double- and triple-loop learning
- ✓ Explore senge's five disciplines of the learning organization
- ✓ Examine the importance of knowledge in organizations and consider the process of knowledge creation
- ✓ Identify the four forms of knowledge that exist in organizations
- ✓ Articulate the role that hrd can play in knowledge management
- ✓ Examine the four key streams of leadership (trait, behavioral, contingency/situational and transformational)
- ✓ Explore the developmental implications flowing from leadership theories
- ✓ Investigate the effect of culture on the character of hrd
- ✓ Identify the hrd opportunities that arise through the internationalization process
- ✓ Explore the importance of environmental issues and their relevance to the field of hrd
- ✓ Examine the business case for going green
- ✓ Discuss in depth the six r's of sustainable environmental activity
- ✓ Consider a model of green hrd and the tools hrd possesses to respond to the climate crisis
- ✓ Examine the social responsibilities of organizations and how hrd can contribute to corporate social responsibility approaches
- ✓ Outline ethical principles affecting the field of hrd and how hrd practitioners act and behave

Grading Scale

Final grades will be determined according to the following scale:

A	93 - 100%	A-	90 - 92 %	B+	87 - 89 %	B	83 - 86 %
B-	80 - 82 %	C+	77 - 79 %	C	73 - 76 %	C-	70 - 72 %
D+	67 - 69%	D	63 - 66%	D-	60 - 62%	F	59% and below

Course Evaluation Method

Course Assignment Grading Criteria	Total Points
Session 1 1. Case Study/Activity 2. Discussion	100 20
Session 2 1. Case Study/Activity 2. Discussion	100 20
Session 3 1. Case Study/Activity 2. Discussion	100 20
Session 4 1. Case Study/Activity 2. Discussion	100 20
Session 5 1. Case Study/Activity 2. Discussion	100 20
Session 6 1. Case Study/Activity 2. Discussion	100 20
Session 7 1. Case Study/Activity 2. Discussion	100 20
Session 8 1. Case Study/Activity 2. Discussion	100 20
Session 9 1. Case Study/Activity 2. Discussion	100 20
Session 10 1. Case Study/Activity 2. Discussion	100 20
Session 11 1. Case Study/Activity 2. Discussion	100 20
Session 12 1. Case Study/Activity 2. Discussion	100 20

Session 13 1. Case Study/Activity 2. Discussion	100 20
Session 14 1. Case Study/Activity 2. Discussion	100 20
Session 15 1. Case Study/Activity 2. Discussion	100 20

Discussion Board

You will be asked to post an original submission to the discussion board each week and reply to at least 2 other student's posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. Rules of Netiquette are followed. Replies are not texts with your friends. Full sentences and proper spelling are expected.

Ensure that postings are detailed responses to each question and that course and chapter content are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; **do not plagiarize, cite references in APA style**). For maximum points, please reference external research or examples. Discussions will be available every Monday and **Responses to peers are due at 11:59pm on Sunday night each week**. Remember to respond to the initial discussion and two (2) classmates.

Additional Course Policies

Late Assignments

Policy on Makeup Tests, Late Work, and Incompletes

Students are expected to attend all classes and read all discussion cases to be aware of material discussed. In the online classroom, "attending class" is considered logging into the Canvas course at least twice weekly (more is better). When you log in, you must check the announcement section to stay up to date with your instructor's messages to the class, access the weekly discussion board and reply to any questions or comments from other students. Each week there will be a discussion forum for participation based on the chapter case noted in the syllabus.

A student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

Attendance Policy

Students are expected to attend all classes and read all discussion cases to be aware of material discussed. In the online classroom, “attending class” is considered logging into the Canvas course at least twice weekly (more is better). When you log in, you must check the Announcement section to stay up to date with your instructor’s messages to the class, access the weekly discussion board and reply to any questions or comments from other students. Each week there will be a discussion forum for participation based on the chapter case noted in the syllabus

Etiquette and/or Netiquette Policy

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and professionalism when making a post. Please remember that you are adult students and professionals—your communication should be appropriate.

It is important to keep in mind that although we are in a “virtual” environment, we must still interact properly with each other and maintain an appropriate level of etiquette. The term **netiquette** is used to refer to online etiquette. By following these rules, you will improve the readability of your messages, and you will help others handle the large volume of information in an online classroom:

- **Stay on topic.** While discussion is encouraged, rambling and tangential conversations do not make postings substantive and are not be conducive to a quality learning experience.
- **Use appropriate subject lines in your replies.** As a conversation evolves, it’s helpful to change the subject line of a threaded message to reflect the changing topic.
- **Add multiple comments directly into messages in your replies.** While a straightforward reply is usually appropriate, interspersing your comments throughout an original posting may be more effective if you wish to respond to multiple points. For example, interspersing *****multiple***** comments in the body of the original message *****like this***** increases the readability of a response that addresses various points.
- **Avoid "I agree" and "Me, too!" messages.** Spending time reading messages without substance can be frustrating for all parties.
- **Avoid the use of all caps.** (IT'S LIKE SHOUTING!) Use caps occasionally for strong emphasis, but only for individual words.
- **Avoid writing errors, even when "talking" with one another.** Messages in the **Main** forums can be at times conversational and informal. Nonetheless, you should check your spelling and grammar and write in an appropriate manner.

- **Carefully choose the format for your messages.** Long paragraphs are difficult to follow on screen. Generally, limit each paragraph to five to seven lines. Avoid fonts that are difficult to read because of style, color, or size.

University-Approved Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provide FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.

For further information, please see FAU Regulation 2.007 at: [FAU Regulation 2.007](#).

Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Plagiarism

A NOTE ON PLAGIARISM

Plagiarism takes many forms, including but not limited to:

- Direct copying (including 3 words in a row) without using quotations.
- Failure to use citations when an idea is not yours
 - Copying material without quotation marks is always plagiarism, even if you cite the source.
 - Providing references in the reference section without using citations is still plagiarism.

As a student you are required to be aware of all types of plagiarism. For example, you must cite the textbook where you paraphrase a definition or concept from it. Failure to paraphrase and/or cite correctly your sources can result in dismissal from the class and the University. Saying you worked on a project together and used the same references is not an excuse. Everyone must turn in their own individual paper which follows the correct APA formatting including proper referencing. If you are unsure about correct ways to paraphrase concepts and definitions, contact the campus academic advisor, or the Business Communications Department on the Boca Raton campus, for further assistance.

Anti-plagiarism Software

Written components of any assignment or project may be submitted to anti-plagiarism software to evaluate the originality of the work. Any students found to be submitting work that is not their own will be deemed in violation of the University's honor code discussed above.

Withdrawals

Any student who decides to drop is responsible for completing the proper process required to withdraw from the course.

Program	Class Start Date	Last day to drop/add courses without consequences; courses are fee Liabile after this date:	Last day to drop a course or withdraw without receiving an "F" in each course-with fullfee Liability:
College of Business	1/11/2023	1/17/2023	2/6/2023

Grade Appeal Process

A student may request a review of the final course grade when s/he believes that one of the following conditions apply:

- There was a computational or recording error in the grading.
- Non-academic criteria were applied in the grading process.
- There was a gross violation of the instructor's own grading system.

The procedures for a grade appeal may be found in FAU Regulation 4.002.

Course Outline

Unit/Weeks	Objectives	Assignments/Assessments
Session 1	<ul style="list-style-type: none"> ✓ Investigate the historical origins of human resource development and its interdisciplinary roots ✓ Explore the various ways in which hrd has been defined ✓ Consider a range of metaphors used to describe the field of hrd ✓ Review the criticisms levelled at the theory and practice of hrd ✓ Examine the emergence of critical hrd 	<p>Zoom Call</p> <p>Read Chapter 1</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>
Session 2	<ul style="list-style-type: none"> ✓ Identify the contributions made by cognitivism, behaviorism, social learning, and critical learning approaches to understanding how employees learn ✓ Examine the principles associated with andragogy or adult learning ✓ Consider the importance of critical reflection in questioning taken-for-granted assumptions ✓ Look at the roles of individuals, educationalists, and professional bodies in the learning process 	<p>Zoom Call</p> <p>Read Chapter 2</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>
Session 3	<ul style="list-style-type: none"> ✓ Consider the importance of creativity to the knowledge economy ✓ Identify the barriers inhibiting employee creativity in the workplace ✓ Explore the role of perspective, perception, and positionality in the creativity process ✓ Examine how creativity is affected by the work environment and leadership support 	<p>Zoom Call</p> <p>Read Chapter 3</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>

<p>Session 4</p>	<ul style="list-style-type: none"> ✓ Examine how the notion of career has been defined ✓ Explore a range of contemporary career concepts ✓ Investigate the field of career counselling through looking at schein's career anchors inventory and holland's vocational preference inventory ✓ Analyze the importance of continuing professional development 	<p>Zoom Call</p> <p>Read Chapter 4</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>
<p>Session 5</p>	<ul style="list-style-type: none"> ✓ Explore why HRD has largely neglected diversity issues to date and why diversity should play an important role in HRD ✓ Investigate the benefits of diversity training in organizations ✓ Consider the barriers faced by minority groups in the workplace and how these can be overcome ✓ Examine ways in which organizations can embrace diversity in the workplace 	<p>Zoom Call</p> <p>Read Chapter 5</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>
<p>Session 6</p>	<ul style="list-style-type: none"> ✓ Examine the learning theories underpinning training interventions ✓ Look at the knowledge/skills mix associated with training interventions ✓ Review baldwin and ford's model in relation to training transferability ✓ Present a framework for examining training interventions across several important dimensions 	<p>Zoom Call</p> <p>Read Chapter 6</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>

Session 7	<ul style="list-style-type: none"> ✓ Briefly examine the evaluation process in ontological and epistemological terms ✓ Review the kirkpatrick four levels taxonomy and criticisms associated with it ✓ Explore the usefulness of benchmarking and different forms of benchmarking ✓ Consider the importance of the balanced scorecard to delivering a complete picture of organizational performance 	<p>Zoom Call</p> <p>Read Chapter 7</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>
Session 8	<ul style="list-style-type: none"> ✓ How organizations develop core competence ✓ Consider the role of line managers in performance management in increasingly devolved organizations ✓ Look at developmental relationships such as coaching, mentoring and employee counselling ✓ Explore the role of leaders in the management of performance in organization 	<p>Zoom Call</p> <p>Read Chapter 8</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p> <p>A</p>
Session 10	<ul style="list-style-type: none"> ✓ Examine a range of factors that exist within the global environment affecting the design and delivery of strategic HRD ✓ Explore key models and frameworks of strategic HRD ✓ Consider different forms of capital that exist in the organization ✓ Identify barriers that exist to implementing strategic HRD approaches. 	<p>Zoom Call</p> <p>Read Chapter 9</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>

Session 11	<ul style="list-style-type: none"> ✓ Examine the importance and significance of organizational learning, distinguishing between single-, double- and triple-loop learning ✓ Explore senge's five disciplines of the learning organization ✓ Consider a range of perspectives from leading commentators on the learning organization concept 	<p>Zoom Call</p> <p>Read Chapter 10</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>
Session 12	<ul style="list-style-type: none"> ✓ Examine the importance of knowledge in organizations and consider the process of knowledge creation ✓ Identify the four forms of knowledge that exist in organizations ✓ Articulate the role that hrd can play in the area of knowledge management 	<p>WebEx Call</p> <p>Read Chapter 11</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>
Session 13	<ul style="list-style-type: none"> ✓ Examine the four key streams of leadership (trait, behavioral, contingency/situational and transformational) ✓ Explore the developmental implications flowing from leadership theories ✓ Consider the criticisms levelled at leadership theories 	<p>WebEx Call</p> <p>Read Chapter 12</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>
Session 14	<ul style="list-style-type: none"> ✓ Investigate the effect of culture on the character of HRD ✓ Examine the cultural boundedness of HRD theory and practice ✓ Present a framework looking at the internationalization process for organizations 	<p>Zoom Call</p> <p>Read Chapter 13</p> <p>View learning content</p> <p>Participate in Discussion board question</p>

	<ul style="list-style-type: none"> ✓ Identify the HRD opportunities that arise through the internationalization process 	Complete Case study-APA format
Session 15	<ul style="list-style-type: none"> ✓ Explore the importance of environmental issues and their relevance to the field of HRD ✓ Examine the business case for going green ✓ Discuss in depth the six R's of sustainable environmental activity ✓ Consider a model of green HRD and the tools HRD possesses to respond to the climate crisis 	<p>Zoom Call</p> <p>Read Chapter 14</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>
Session 16	<ul style="list-style-type: none"> ✓ Examine the social responsibilities of organizations and how HRD can contribute to corporate social responsibility approaches ✓ Outline ethical principles affecting the field of HRD and how HRD practitioners act and behave ✓ Examine the role of HRD in developing communities and society 	<p>Zoom Call</p> <p>Read Chapter 15</p> <p>View learning content</p> <p>Participate in Discussion board question</p> <p>Complete Case study-APA format</p>

Additional Course Policies

APA Guidelines for Formatting All Paper

- Title page
- Double-spaced
- 12-point font
- 1" margins
- No quotations in papers as much as possible (paraphrasing only, unless directly quoting an individual)
- No lists or outlining
- For individual assignments: rely on your textbook chapter concepts, lecture and case facts
- Citations where necessary
- *Microsoft Word format only*
- *Citations and Reference Pages*

Your paper should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use a clear font that is highly readable. APA recommends using 12 pt. Times New Roman font.

Cite Sources (including the textbook, plus journal articles, other books as examples).

Please use APA style.

Examples of APA Style:

In the text of the written project:

According to Jones (1998), APA style is a difficult citation format for first-time learners.....

In the reference list at the end of the written project:

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of*

Periodical, volume number (issue number), pages.

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle.*

Location: Publisher.

University and College Policies

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty.

For more information, please see FAU Regulation 4.001 at: [FAU Regulation 4.001](#).

Disability / Accessibility Policy Statement

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures. Their web site is: <https://fau.edu/sas>.

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices, observances, and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments.

For further information, please see FAU Regulation 2.007 at: [FAU Regulation 2.007](#).

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

Incomplete Grade Policy Statement

A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Business policy on the resolution of incomplete grades requires that all

work required to satisfy an incomplete (“I”) grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing (“F”) grade.

Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as “... *activities which interfere with the educational mission within classroom.*” Students who behave in the classroom such that the educational experiences of other students and/or the instructor’s course objectives are disrupted are subject to disciplinary action. Such behavior impedes students’ ability to learn or an instructor’s ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor’s expectations for classroom conduct.

Faculty Rights and Responsibilities

Florida Atlantic University respects the right of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions which do not impede their exercise. To ensure these rights, faculty members have the prerogative:

- To establish and implement academic standards
- To establish and enforce reasonable behavior standards in each class
- To refer disciplinary action to those students whose behavior may be judged to be disruptive under the Student Code of Conduct.