# ORLD 5062: HUMAN RESOURCE DEVELOPMENT IN ORGANIZATIONS

# - Spring 2015 -

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**Course Objectives:**

The overall objective of this course is to gain a comprehensive view of human resource development through a critical assessment of the field through both discussion and practice.

· Students will develop an understanding of human resource development as a field of professional practice in organizations (including its relationship to closely related fields of practice such as human resource management and organizational development)

· Students will become familiar with differing, and often conflicting, perspectives on human resource development and the implications of these perspectives for how HRD is practiced in organizations

· Students will develop an understanding of the potential for and inhibitors to forging a link between HRD practice and organizational strategy

· Students will learn different methods through which organizations are seeking to meet their HRD related needs

· Students will develop key HRD competencies necessary for developing the linkage between organizational performance and human resource development including: 1) core questions that drive HRD practice, 2) a complexity perspective to understanding organizational dynamics and the learning challenges that are presented by organizational and social complexity, 3) designing learning and development opportunities, assessing the results of HRD interventions, and 4) developing a capacity for reflexivity on experience and articulating a personal, fluid theory of HRD practice.

**Course Description:**

This course seeks to provide graduate students with a comprehensive view of the field of human resource development. This view includes a strategic HRD focus on the organization and implementation of HRD initiatives that develop the social/human capital resources of the organization, contribute to the organization’s sustainability, and advance the organization’s strategic positioning. An understanding of the above is developed through the lenses of a political economy and action inquiry perspective that integrates developmental learning theory and a critical pragmatism stance.

The emphasis is on how HRD relates to a changing workplace and emerging theories and practices in the management of organizations and learning and development needs of people in the workforce. The course makes the assumption that virtually all organizations, whether private or public, business or not-for-profits operate in an increasingly turbulent and competitive environment. Therefore the study of HRD needs to occur from a strategic positioning perspective, with an understanding of political and tactical related concepts. Students are also encouraged to critically reflect on the broader social implications of changes taking place in organizations (and HRD).The course also assumes that HRD includes, but extends considerably beyond providing formal classroom training and development programs.

As the course progresses students will be engaged in a significant action learning project as way of moving the learning from theory to practice, from cognitive to experiential learning. The purpose is to foster core competencies required of HRD professionals in this context. Learning executives from a global corporation will visit the class describing the context of their setting and a strategic business challenge with learning implications. Members of the class will work on a possible learning intervention that the will present to member(s) of the senior executive team.

**Readings:**

The following readings are available through downloading from the library or will be posted on Moodle. The Yorks chapters will be posted. They provide introduction into the issues and debates central to HRD and introduce the student to some of the central writers and academic journals in the field.

Bennett, E. E. (2014). Introducing New Perspectives on Virtual Human Resource

Development. Advances in Developing Human Resources, 16(3), 263-280.

Burke, L.A. & Saks, A.M. ( 2009)Accountability in Training Transfer: Adapting Schlenker’s Model of Responsibility to a Persistent but Solvable Problem. Human Resource Development Review, 8, 382-402.

Chaudhuri, S. & Ghosh, R. (2012). Reverse Mentoring: A Social Exhange Tool for Keeping the Boomers Engaged and Millennials Committed. Human Resource Development Review, 11: 55-76

Cho, Y. & Egan, T. M. (2009). Action Learning Research and Conceptual Framework. Human Resource Development Review 8, 431-462.

Dennis, C., Cederholm, L. & Yorks, L. (1996). Learning Your Way to a Global Organization. In Watkins & Marsick (Eds.). Creating the Learning Organization. Alexandria, VA.: American Society for Training and Development.

Holton, III, E. F. (1996). The Flawed Four-Level Evaluation Model. Human Resource Development Quarterly, 7, 5-26.

Holton, E. E., III & Baldwin, T. T. (2003). Making Transfer Happen: An Action Perspective on Learning Transfer Systems. In E. E. Holton, III & T. T. Baldwin (Eds.), Improving Learning

Transfer in Organizations (pp. 3- 15). San Francisco: Jossey-Bass.

Hoppe, B. & Reinelt, C. (2010). Social Network Analysis and the Evaluation of Leadership

Networks. The Leadership Quarterly, 21, 600-619.

Ibarra, H. & Hunter, M. (2007). How Leaders Create and Use Networks. Harvard Business

Review, January, 40-47.

Kasl, E., Marsick, V. J., & Dechant, K. (1997). Teams as Learners: A Research Based Model of Team Learning. Journal of Applied Behavoral Science, 33, 227-246.

London, M. & Sessa, V. I. (2007). The Development of Group Interaction Patterns: How Groups Become Adaptive, Generative, and Transformative Learners. Human Resource Development Review, 6, 353-376.

London, M., Sobel-Lojeski, K.A. & Reilly, R.R. (2012) Leading Generative Groups: A Conceptual Model. Human Resource Development Review, 11: 31-54.

Nakamura, Y. T. (2013). Social Networks that Improve Performance at Work: The Impact of an Executive Education Program at the Fire Department of New York. Developing Leaders: Executive Education in Practice, Issue 11.

Nakamura, Y. T. & Yorks, L. (2011). The role of reflective practices in building social capital in organizations from an HRD perspective. Human Resource Development Review, 10, 222-245.

Park & Jacobs, The Influence of Investment in Workplace Learning on Learning

Outcomes and Organizational Performance. Human Resource Development

Quarterly 22, 437-458.

Phillips, P. P,(2002). Ch. 3. Building a Credible Process: The Evaluation Puzzle. The Bottomline On ROI. CEP Press.

Russ-Eft, D. (2002). A Typology of Training Design and Work Environment Factors Affecting Workplace Learning and Transfer. Human Resource Development Review, 1, 45-65.

Watkins, K. & Marsick, V.J. (2009). Trends in lifelong learning in the United States. In P. Jarvis (Ed.), The Routledge International Handbook of Lifelong Learning, (pp. 129-138). New York: Routledge.

Yorks, L. & Abel, A. (2013). Strategic Talent Management: Where We Need to Go.

New York: The Conference Board.

Yorks, L. (2005a). Strategic Human Resource Development*.* Mason, OH: South-Western.

Chapters: 1, 3, 6, 7, 10, 11

Yorks, L. (2005b). Adult learning and the generation of new knowledge and meaning: Creating liberating spaces for fostering adult learning through practitioner-based collaborative action inquiry. Teachers College Record, 107, 1217-1244.

Yorks, L. (2005c). Action Learning as a Vechicle for Management Development and Organizational Learning: Empirical Patterns from Practice and Theoretical Implications. In C. Wankel & R. DeFillippi (Eds.), Educating Managers Through Real World Projects, (pp. 183-211)). Greenwhich, CT. Information Age Publishing.

Yorks, L. & Able, A. (2013). Strategic Talent Management: Where We Need to Go.

Executive Report, Conference Board.

Yorks, L., Beechler, S., Ciporen, R. (2007). Enhancing the Impact of an Open- Enrollment Executive Program through Assessment. Academy of Management Learning & Education, 6, 310-320.

Yorks, L. & Nicolaides, A. (2012). A conceptual model for developing mindsets for Strategic insight under conditions of complexity and high uncertainty. Human Resource Development Review,11*,* 182-202.

**COURSE OUTLINE:**

***Part I: HRD in context—Scope, Positioning, and Strategic HRD***

## **Session 1, January 21st - Course Overview, Expectations, Organization**

## **Session 2, January 28th – Positioning HRD in the organization –**

Yorks Chapter 1 – Defining the Scope of Human Resource Development Practice

Yorks Chapter 3 – Strategy Making as Learning

Yorks Chapter 6 – Theoretical Foundations of HRD Practice

Yorks, L. & Nicolaides, A. (2012). A conceptual model for developing mindsets for Strategic insight under conditions of complexity and high uncertainty. Human Resource Development Review,11*,* 182-202.

**Session 3, February 4th -   
Context from the field, and presentation of a strategic learning challenge/dilemma**

*Presentation by Action Learning Project sponsors who will visit class to present the Action Learning Projects to the class.*

Kasl, E., Marsick, V. J., & Dechant, K. (1997). Teams as Learners: A Research Based Model of Team Learning.

London, M. & Sessa, V. I. (2007). The Development of Group Interaction Patterns: How Groups Become Adaptive, Generative, and Transformative Learners.Human Resource Development Review, 6, 353-376.

London, M., Sobel-Lojeski, K.A. & Reilly, R.R. (2012) Leading Generative Groups: A Conceptual Model. Human Resource Development Review, 11: 31-54.

Yorks, L. (2005b). Adult learning and the generation of new knowledge and meaning: Creating liberating spaces for fostering adult learning through practitioner-based

**Session 4, February 11th - Trends in Workplace Learning and Development and Informal Learning**

Marsick, Watkins, & O’Connor, Research in Lifelong Learning

Watkins & Marsick, Trends in Lifelong Learning in the U.S.

Marsick, V.J. & Watkins, K. (1990). Introduction in Informal and Incidential Learning in the Workplace, pp. 3-11. New York, Routledge

**Session 5, February 18th – Learning Interventions – Creating Generative Space, through action learning, communities of practice, and other forms of work based learning**

Cho, Y. & Egan, T. M. (2009). Action Learning Research and Conceptual Framework. Human Resource Development Review 8, 431-462.

Dennis, C., Cederholm, L. & Yorks, L. (1996). Learning Your Way to a Global Organization. In Watkins & Marsick (Eds.). Creating the Learning Organization. Alexandria, VA.: American Society for Training and Development.

Yorks L. Chapter 7 - Designing Learning Opportunities

Yorks, L. (2005c) Action Learning

***Part II: The HRD Intervention Process—From Theories to Practices***

**Session 6, February 25th – Linking Problems, Learning Solutions, and Learning Frameworks**

Yorks, Chapter 10 – Linking Learning and Performance

**Session 7, March 4th – Assessment, Evaluation, and ROI**

Holton, III, E. F. (1996). The Flawed Four-Level Evaluation Model. Human Resource Development Quarterly, 7, 5-26.

Park & Jacobs, The Influence of Investment in Workplace Learning on Learning

Outcomes and Organizational Performance. Human Resource Development Quarterly 22, 437-458.

Phillips, P. P. (2002). Ch. 3. Building a Credible Pocess: The Evaluation Puzzle. The Bottomline On ROI. CEP Press.

Yorks, L., Beechler, S., Ciporen, R. (2007). Enhancing the Impact of an Open-Enrollment Executive Program through Assessment. Academy of Management Learning & Education, 6, 310-320.

**Session 8, March 11th–**  **Social Capital Building from a Leadership Development Perspective.**

*Discussion of developing and leveraging value based social capital networks for strategic learning from an HRD perspective*

Hoppe, B. & Reinelt, C. (2010). Social Network Analysis and the Evaluation of Leadership

Networks. The Leadership Quarterly, 21, 600-619.

Ibarra, H. & Hunter, M. (2007). How Leaders Create and Use Networks. Harvard Business Review, January, 40-47.

Nakamura, Y. T. (2013). Social Networks that Improve Performance at Work: The Impact of an Executive Education Program at the Fire Department of New York. Developing Leaders: Executive Education in Practice, Issue 11.

Nakamura & Yorks, (2011) The role of reflective practices in building social capital

**- Spring Break -**

**Session 9, March 25th** – **Transfer of Learning**

Burke, L.A. & Saks, A.M. ( 2009) Accountability in Training Transfer: Adapting Schlenker’s Model of Responsibility to a Persistent but Solvable Problem. Human Resource Development Review, 8, 382-402.

Holton, E. E., III & Baldwin, T. T. (2003). Making Transfer Happen: An Action Perspective on Learning Transfer Systems. In E. E. Holton, III & T. T. Baldwin (Eds.), Improving Learning Transfer in Organizations (pp. 3- 15). San Francisco: Jossey- Bass.

Russ-Eft, D. (2002). A Typology of Training Design and Work Environment Factors Affecting Workplace Learning and Transfer. Human Resource Development Review, 1, 45-65.

**Session 10, April 1st, Changing Roles of Chief Learning Officers, Chief Talent Officers and Future Directions for HRD Practice**

Yorks, Chapter 11

Yorks, L. & Able, A. (2013). Strategic Talent Management: Where We Need to Go.

Executive Report, Conference Board.

**Session 11, April 8th, The political economy framework and exercising political savvy in HRD**

Yorks Chapter 2 – Strategy, Tactics, and Operational Effectiveness

Yorks Chapter 4 -The Role of HRD Leadership in the Organization

Yorks Chapter 5 – Strategic Positioning and Human Resource Development

**Session 12, April 15th E-Learning Development and Assessment**

Bennett, E. E. (2014). Introducing New Perspectives on Virtual Human Resource

Development. Advances in Developing Human Resources, 16(3), 263-280.

**Session 13, April 22rd, E–Learning**

*Presentation by Dave Skrobela, TeachforAmerica.*

**Session 14, April 29thst – Capturing the Learning on Strategic HRD**

**Session 15, May 6th – Presentation of Recommendations to Action Learning sponsors**

**Course Requirements**:

***Assignments:***

1. The first assignment is an action learning (AL) project assessing a HRD related projects at Johnson & Johnson. The purpose of this assignment is to provide a realistic context for students to experience the application of several of the theoretical concepts discussed in class. This will be a group project culminating in a presentation to senior HR representatives from J & J .

*The final product will be a power point presentation and deliverable paper due session 15*, May 6th*.*

1. The second assignment is a paper that integrates your experience with the AL project with the core concepts of the course. As we proceed through the course we will be making reference to various concepts, models, and practices as they relate to the AL project. Your paper will focus on the key concepts and practices that stand out for you, critique them as they apply based on your experience both elsewhere and the project, and the implications for your learning. Your paper should contain in a thorough discussion of the issue including:
   * The key ideas and concepts involved.
   * Alternative positions and your own thinking on the issue based on your experience.
   * Reflect your group process.

Be sure to justify your ideas in the professional literature. Remember, the primary purpose of the paper is to provide a basis for assessing your knowledge and comprehension of the topic. A more thorough set of guidelines will be distributed as we begin the AL project.

*Page Guidelines*: Approximately 12 pages.

*Due Date:* May 6th

1. The third Assignment is an interim paper capturing your key thoughts and “take aways” from the course to date. This a five page paper that summarizes your key learnings from the literature and the implications for how you think about HRD.

*Page Guidelines:*  Approximately 5 pages

*Due Date:* Session April 1st (Session 10).

***Class participation (in class and online):***

1. There will be a number of **in-class learning activities** that students are expected to engage in from an inquiry perspective. The professor will provide specific preparation questions and activities prior to each class.
2. The **online discussion board** on Moodle should be used for sharing resources (articles, videos, etc.) that you find relevant to the course content with your classmates. As part of class participation, students are expected to actively participate (both post and respond) at some point during the semester. Further criteria on posting is detailed on Moodle.

**General course expectations**

The following are the instructor’s general expectations about student participation in the course:

* Students are to come to class prepared for the discussions, by having done all requisite reading in advance.
* Active class participation is expected of all students. Students are strongly encouraged to provide relevant information from their own experiences or other materials they have read; probe for clarification; make connections among the readings; and integrate ideas. The quality of participation, not the just the quantity, will be assessed.
* Students are to attend all classes. Students are to give advance notice, if possible, of any expected absence or provide immediate follow-up, if they are unexpectedly absent.
* If a student misses a class, he or she is responsible for obtaining all notes and materials.
* The quality of the writing and as well as the content will be assessed for this course. All students are advised to carefully proofread all grammar and spelling prior to turning in assignments. If a paper does not meet course expectations, the student will be asked to rewrite the paper. All students have the option of not doing the rewrite and accepting a lesser grade.
* Action Learning group discussions are an integral part of the course. Students will be assessed on their ability to participate in and facilitate group learning. This includes respectful listening, support and encouragement of all colleagues, as they test out ideas and opinions in an academic learning environment.
* Online discussion board: As part of class participation, students are expected to actively participate (both post and respond) at some point during the semester. All posts and responses are expected to be mindful and respectful of others in the class. Any inappropriate posts or responses will be removed from the discussion board and not considered for class participation.

**Grading:**

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| Interim Paper | 10% |
| Action Learning Project | 40% |
| Second Paper | 35% |
| Class participation (in class and online) | 15% |