**Course Syllabus:** Principles of Employee Development  
**BUSI 3330 001 ~ CRN 24350**  
**Spring 2024**  
**Department of Business Communication & Legal Studies**  
**Nelson Rusche College of Business**

| Class Meets: | Tuesdays and Thursdays  
| Face-to-Face | Class Times: | 2:00 pm to 3:15 pm |
| Room Location: | 369 | Credit Hours: | 3 |
| Professor: | Dr. Marice Kelly Jackson | Email: | Marice.Jackson@sfasu.edu |
| Office: | 229J - McGee Business Building | Phone: | 936-468-2968 |

**Office Hours:**
- **Tuesday**
  - 11:00 a.m. to 12:30 p.m.
  - 3:30 p.m. to 5:00 p.m.
- **Wednesday**
  - 1:00 p.m. to 5:00 p.m.
- **Thursday**
  - 11:00 a.m. to 12:30 p.m.
  - 3:30 p.m. to 5:00 p.m.

Zoom or Face-to-Face

Other Days by Appointment

To schedule a zoom meeting, schedule 48 hrs ahead of time.

This syllabus provides the course calendar of assignments, policies, and grading policies. This class meets face-to-face for 16 weeks. Each week, you will complete class assignments *due every Monday by 11:59 pm*. The dropbox for assignments will be in the D2L online classroom. The course calendar and each weekly module in D2L will provide detailed information about completing assignments. A tentative schedule of assignments is attached and the professor reserves the right to change the course assignments.

**Technology:**

D2L online learning management system  
Microsoft Office Applications (Word, Powerpoint, and Excel), PC Camera/Webcam, Microphone.  
Adobe Acrobat Reader DC (free software) for PDF articles  
Rusche College of Business has Campus Computer Labs in rooms 222, 224, and 324

Student Device Support [http://help.sfasu.edu/](http://help.sfasu.edu/)
DESCRIPTION, STRUCTURE, AND POLICIES OF THE COURSE

Course Description:

Principles of Employee Development (BUSI 3330) – Study of employee development principles, theories, and activities designed by an organization that provides its employees with the necessary skills to meet the job demands of the present and future. Prerequisites: Junior or senior standing, or permission from the department chair.

Student Learning Outcomes (SLOs):

Upon successful completion of this course, the student should be able to:

▪ Demonstrate knowledge of the foundational principles of employee development in terms of theory, research, and practice.
▪ Communicate research findings and best practices in the field of employee development through written documents and oral presentations.
▪ Utilize principles of critical thinking, problem-solving, and technical proficiency in the explication and development of definitions of employee development.
▪ Explore training and development within the context of employee development practice and research.
▪ Explore alternative training experiences.
▪ Articulate the implications of various approaches to training and development.

Program Learning Outcomes:

Program learning outcomes define the knowledge, skills, and abilities students are expected to demonstrate upon completion of an academic program. These learning outcomes are regularly assessed to determine student learning and evaluate overall program effectiveness. You may access the program learning outcomes for your major and particular courses in the Curriculum Management Handbook at http://www.sfasu.edu/academics/colleges/business/welcome/faculty-resources
Academic Integrity

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty and abiding by university policy on penalties for cheating and plagiarism.

Artificial Intelligence (AI)

Using any artificial intelligence (AI) software or tool, such as ChatGPT, to draft materials for an assignment is prohibited unless authorized by your instructor.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf.

Withheld Grades Semester Grades Policy

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Course Structure:

Class sessions will consist of lectures, class discussions, in-class assignments (including groupwork), written assignments to be completed outside of class, video presentations, quizzes, and exams. As a class rule, I expect everyone to show courtesy and respect to me and your classmates. Class rules also include:

- Arriving on time and staying until class ends.
- When there is a group discussion, allow each person to express his/ her opinion.
Make every effort to work with your group members to complete projects. I expect you to be an active learner, which means participating and being engaged.

**Course Communication:**

Communication between professor and student will be through SFA email address, office phone, and/or through D2L course contact. My email address is Marice.Jackson@sfasu.edu, and my office phone number is 936-468-2968. I will attempt to reply within 24-48 hours to all forms of communication. I will make every attempt to return all assignments within one week. Individual meetings are available upon request.

**Course Policies:**

**Attendance:**

**FACE-TO-FACE CLASSES:**

Punctual weekly attendance is expected and required. There are no points awarded for attendance. Keep in mind that if you miss class, it is your responsibility to find out from your classmates what was discussed. **You can miss up to 5 class sessions without explanation.** If you miss an in-class activity or assignment, your grade will reflect the absence (i.e., you will not receive points for that assignment/activity) unless you provide documentation that explains your absence due to health/personal issues, family emergencies, or student participation in approved university-sponsored events.

- For over 5 absences, you will be dropped a letter grade (exceptions are for the reasons stated above with documentation).
- A 10-minute arrival grace period is given for the start of each class. After 10 minutes, you will be marked absent.

Keep in mind that if you miss class, you may miss graded assignments with no make-up opportunities (see late assignments exceptions section). Therefore, I suggest that you introduce yourself to your classmates, trade names, and contact information just in case you miss the class.

**ONLINE CLASSES (If the class is moved to online due to an emergency):**

You are expected to log in to D2L at the start of the class to complete the first attendance assignment and introduce yourself to the class. There will be weekly announcements; therefore, you need to log in at least 4 times a week to read class announcements. Here is a list of online classroom Netiquette rules that must be followed in this class:

- Communicate (written & verbally) in a professional manner.
- If you would not say it face-to-face, do not say it online.
• Use a salutation when replying to posts (Hi Karen or Greetings Kelvin).
• Do not assume everyone understands your point of view.
• Be conscientious of the words that you type (reframe from using sarcasm).
• When there is a group discussion, allow each person to express his/her opinion.
• Make every effort to work with your group members to complete projects.

Desire2Learn (D2L) is the learning management system used for SFASU online learning environment. Students will access their online courses, class materials, and learning assignments through D2L. As stated earlier, you will need a computer with Internet access or access D2L at one of the computer labs on campus. Rusche College of Business has Campus Computer Labs in rooms 222, 224, and 324. Additional hardware such as a webcam and microphone may also be needed.

Course Grading:

Course grades are based upon a point system.
Your total points will determine your final grade.

<table>
<thead>
<tr>
<th>Assignments / Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>In-class Assignments (5 x 28)</td>
<td>140</td>
</tr>
<tr>
<td>Individual Assignments (3 x 30)</td>
<td>90</td>
</tr>
<tr>
<td>Group Assignments (7 x 30)</td>
<td>210</td>
</tr>
<tr>
<td>Exams (2 x 100)</td>
<td>200</td>
</tr>
<tr>
<td>** Final Exam (Group Project)</td>
<td>150</td>
</tr>
<tr>
<td>Group Project - Outline</td>
<td>50</td>
</tr>
<tr>
<td>Group Project – Reference List</td>
<td>50</td>
</tr>
<tr>
<td>** Total Points</td>
<td>900</td>
</tr>
</tbody>
</table>

** The group research presentation is a keystone assignment, please see the link below for explanation

Source: [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences#faculty-staff](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences#faculty-staff).

• Missed homework/written assignments due to an absence cannot be made up without prior arrangements with the instructor or an excused absence (documented medical condition, family emergency, personal issue, or university event).
• Assignments will be submitted via the online classroom in D2L.
• Please make sure to submit all assignments as DOC, DOCX, or a PowerPoint file.
Late or Missed Assignments:

Late or missed assignments are not accepted (exceptions see below). Moreover, a lack of D2L access is not an acceptable excuse to turn in late work. D2L homepage will announce routine system maintenance and send out emails prior to system maintenance or updates. Therefore, use your organizational management skills to prepare and turn in your assignment(s) on time. Extra credit opportunities are rarely offered. Individual and Group assignments cannot be made-up. The lowest grade will not be dropped.

Exceptions:

The student’s responsibility is to contact me with a legitimate excuse to make arrangements for a quiz or exam. If it is impossible to contact me before the exam, contact me as soon as possible after the emergency is resolved\(^1\). The student must reschedule the missed quiz or exam within 3 days. If there is a personal conflict with an assignment in this class, contact me asap for us to discuss resolutions.

Plagiarism

Do not copy another person’s discussion board original answer and post it as your own. That is considered plagiarism. Do not buy written papers or use assignment answers from previous classes. Academic dishonesty will not be tolerated.

If you plagiarize you will be disciplined. According to SFA University Policy 4.1. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help other student(s) in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. You can read the policy here: [https://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf](https://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf).

Students with Disabilities

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
Mental Health and Wellness
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFA Counseling Service
www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet)
936.468.2401

**SFA Human Services
Counseling Clinic
www.sfasu.edu/human services/139.asp Human Services, Room 202
936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline:
1.800.273.TALK (8255) Crisis Text Line: Text HELLO to 741-741
**Response Assignments (Individual & Group):**

All written assignments are expected to be presented in proper written format adhering to the APA 7th edition style using Times New Roman style and a 12-inch font. A title page must accompany each group assignment with the names of members that participated in completing the assignment. For every response assignment, thoroughly answer each question with two to three paragraphs on one page. All assignments should be submitted before 11:59 PM on the day they are due. Contact your professor as soon as possible if there are concerns that will result in an assignment(s) being late.

<table>
<thead>
<tr>
<th>Quality Criteria ↓</th>
<th>A – grade 10 – 9</th>
<th>B – grade 8</th>
<th>C – grade 7</th>
<th>D/F - grade 6 – 0</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content / Knowledge</td>
<td>Shows knowledge and fulfills all the assigned content requirements.</td>
<td>Demonstrates knowledge of content except for minor details.</td>
<td>Content is lacking understanding of lesson; moderate flaws in the answer.</td>
<td>Fails to explain knowledge of content; major flaws.</td>
<td>10</td>
</tr>
<tr>
<td>Grammar / Mechanics</td>
<td>Grammar Mechanics in all sentences are clear and logical.</td>
<td>Minor grammar errors that do not obstruct understanding of the intended meaning.</td>
<td>Moderate grammar errors that at times obscure the intended answer.</td>
<td>Major grammar errors confuse the intended meaning.</td>
<td>10</td>
</tr>
</tbody>
</table>

*Adapted from Huba, M.E., & Freed, J.E. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning (pp. 156-157). Allyn & Bacon: Needham Heights, MA

*Adapted from https://www.westmarkschool.org/uploaded/photos/1617/Summer_Reading/Creative_Project_Assessment_Rubric.pdf
Final Exam Project Instructions:

Each group will create a Needs Assessment for a company (your group will pick a name).

Scenario: The group’s company is in the Heating and Air Conditioning industry that hires licensed contractors and apprentices. The company has been in the business for 20 years and has recently purchased a new top-notch computer system to compete with competitors and to expand the company with more satellite offices. Your group is the HR Team that needs to create a training program for 50 contractors and 25 apprentices to learn the new Apple computer system. The new computer system will also include iPads for each contractor to use in the field. The old system was a Microsoft computer system. The CEO has allocated a 10,000 budget for the training program.

The older contractors (age 45 +) are upset that they must learn a new computer. The apprentices (age 18 – 30) are younger and are willing to learn a new computer but need the older contractors for their knowledge about fixing heating and air conditioning units. Three contractors and two apprentices have hearing and seeing disabilities. Both age groups need each other as the organization makes a modern-day computer change. The new computer system comes with all the bells & whistles that Apple has to offer that can connect to anyone that has an iPhone, Apple Watch, and Apple Earpods.

However, before the training program can be instructional designed, a needs assessment must occur to find out the skill sets and gaps of the employees. Use Ch. 4 in the textbook and all of Noe Ch. 3 PDFs (specially, The Needs Assessment Process PDF, Figure 3.2) to guide your project. Adhere to APA 7th ed. format, Times New Roman, 12 font, and reference page format. Have a minimum of five references.

This is a four to five-page document.

Title page (1 page)
Detail explanation for the selected technique (1 to 2 pages)
Technique Document (1 to 2 pages)
References (1 page)

Suggested resources:

Chapter 3 Needs Assessment in the textbook

How to Conduct a Training Needs Assessment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title Page</strong></td>
<td>Follows APA standards and lists all participants' names.</td>
<td>Follows a few APA standards and has the names of participants.</td>
<td>Does not follow APA standards and lists no names of participants.</td>
<td>10</td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>Thoroughly explains the reason(s) for selecting the particular technique.</td>
<td>Moderately demonstrates knowledge of content. List at least 2 reasons.</td>
<td>Fails to explain knowledge of content; major flaws. List one or no reasons.</td>
<td>50</td>
</tr>
<tr>
<td><strong>Explanation of Technique</strong></td>
<td>Detailed manuscript with sections, questions, numbers, documentation, and technology. A thoroughly complete document that is self-explanatory.</td>
<td>Sections in the manuscript are moderately self-explanatory.</td>
<td>The sections in the manuscript are ambiguous and lack depth.</td>
<td>50</td>
</tr>
<tr>
<td><strong>Content / Knowledge</strong></td>
<td>Follows all the assigned instructions. Follows all APA 7th ed. standards. References 5</td>
<td>Follows some (partial) of the assigned instructions. Partial APA 7th ed. standards followed. References 4 - 3</td>
<td>Follows none of the assigned instructions. APA 7th ed. standards nonexistent. References 2 - 0</td>
<td>30</td>
</tr>
<tr>
<td><strong>Instruction / References</strong></td>
<td>Grammar Mechanics in all sentences is clear and logical.</td>
<td>Minor grammar errors that do not obstruct understanding of the intended meaning.</td>
<td>Major grammar errors confuse the intended meaning.</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total** /150
# Course Calendar
## Full Term

**Tentative Schedule—Professor reserves the right to change the schedule**

<table>
<thead>
<tr>
<th>Module Week</th>
<th>Assignment</th>
<th>Due Date By 11:59 pm</th>
</tr>
</thead>
</table>
| **1** 01/18 - 01/22 | **First Week Assignments will overlap into Week 2.**  
Introductions (Introduce Yourself to the Class)  
Syllabus / Quiz  
Read Chapter 1 Introduction to Human Resource Development  
  Complete Introductory Course/Syllabus Quiz  
  Complete Student Introduction to Classmates  
Read PDFs = Introduction to HRD  
**What to complete this week:**  
  Complete Syllabus Quiz  
  Complete Student Online | 01/22 |
| **2** 01/23 - 01/29 | Read Chapter 2 Influences on Employee Behavior  
  **Individual Assignment #1** Interview an HRD Professional, p. 27  
  **Individual Assignment #2** Motivation Theories and You p. 55 | 01/29 |
| **3** 01/30 - 02/05 | Read Chapter 3 Learning and HRD  
  **Group Assignment #1** Vark Questionnaire, p. 91 | 02/05 |
| **4** 02/06 – 02/12 | Read Chapter 4 Assessing Workplace Learning Needs  
  Read PDF documents about Needs Assessments  
  **Group Assignment #2** Integrative Case: Cathay Pacific Airways p. 130 | 02/12 |
| **5** 02/13 – 02/19 | Read Chapter 5 Designing Workplace Learning Interventions  
  **Group Assignment #3** Objective Writing & Design, p. 160 | 02/19 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>02/20 – 02/26</td>
<td>Read Chapter 6 Implementing Workplace Learning Interventions</td>
<td>02/26</td>
</tr>
<tr>
<td>7</td>
<td>02/27 – 03/04</td>
<td>Read Chapter 7 Evaluating Workplace Learning Interventions Group Assignment #4 Integrative Case: What Went Wrong at University Hospital?, p. 231</td>
<td>03/04</td>
</tr>
<tr>
<td>8</td>
<td>03/05 – 03/11</td>
<td>Read Chapter 8 Onboarding: Employee Socialization and Orientation Group Assignment #5 New Employee Orientation in a Gig Economy, p. 275 Mid-Term Exam #1 (Chapter 1 – 8)</td>
<td>03/11</td>
</tr>
<tr>
<td>9</td>
<td>03/12 – 03/18</td>
<td>Spring Break – Enjoy Your Break</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03/19 – 03/25</td>
<td>Read Chapter 9 Skills and Technical Training Review Instructions for Final Project Chapter 10 Coaching and Performance Management Group Assignment #6 Design Your Own Performance Management System, p. 344</td>
<td>03/25</td>
</tr>
<tr>
<td>11</td>
<td>03/26 – 04/01</td>
<td>Read Chapter 11 Employee Counseling, Well-Being, and Wellness Individual Assignment #3 Dream Board Read Chapter 12 Career Management and Development Easter Break</td>
<td>04/08</td>
</tr>
<tr>
<td>12</td>
<td>04/02 – 04/08</td>
<td>Read Chapter 12 Career Management and Development Individual Assignment #3 Dream Board Pictures Due</td>
<td>04/08</td>
</tr>
<tr>
<td>13</td>
<td>04/09 – 04/15</td>
<td>Read Chapter 13 Management Development Group Assignment #7 Integrative Case: Training General Managers at Bristol-Myers-Squibb, p. 480 Individual Assignment #3 Dream Board -in class presentations Discuss Group Project</td>
<td>04/15 04/09</td>
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</tbody>
</table>
| 14 | Read Chapter 14 Organization Development and Change  
    | Work on Group Project |   |
| 04/16 – 04/22 |   |   |
| 15 | Work on Group Project | 04/29 |
| 04/23 – 04/29 |   |   |
| 16 | Group Project is Due | 04/30 |
| 04/30 – 05/06 | Group needs assessment project presentation  
    | Study for Final Exam |   |
| 05/07 Tuesday | Final Exam #2 (Chapters 9 – 14) | Due  
    |   | 1 - 3 pm |