



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5113-493: International Training and Development

Course Description:

The training and development of people plays a very important role in any organization, especially in organizations that are competing and expanding outside of national borders. Students interested in career options in training and development or human resource development (HRD) will learn some of the theoretical bases, core practices, competencies, and issues of this professional field, as well as considerations for global training and development. Students will be exposed to research and discoveries on skills and knowledge related to training and adult learning, and models for effective training. Students will learn the most current trends and issues in international training and development, including the push for management and leadership training for intercultural understanding.

Course Dates:

January 2 – April 30, 2020

Last day to enroll or drop without penalty: December 4, 2019

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Dr. Tamara Roberson
Mailing Address: Department of Human Relations.
601 Elm Ave
Norman, OK 73019
Telephone Number: 405 514-5468
Email Address: tamara.s.roberson-1@ou.edu
Virtual Office Hours: Monday, Tuesday, and Thursday, 5:00p – 8:30p CST
Professor availability: The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Hofstede, G., Hofstede, G.J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed.). New York: McGraw-Hill. ISBN 9780071664189.
2. Marquardt, M., Berger, N., & Loan, P. (2004). *HRD in the age of globalization: A practical guide to workplace learning in the third millennium*. New York: Basic Books. ISBN 9780465043835.

3. American Psychological Association Staff (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN 9781433805615.

You can find an excellent resource on APA style and general academic writing at Purdue University's Owl website located at <http://owl.english.purdue.edu/owl/resource/560/01/>

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: <http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at <http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

The course is designed to do several things, upon completion of this course, students will:

- be able to describe essential components of human resource development (HRD), consistent with current professional definitions and practices;
- be able to identify and discuss cultural challenges and issues in international training and development;
- have a basic understanding of theories of adult learning, and be able to design and deliver a training module based on adult learning principles;
- demonstrate an ability to evaluate training, and measure learning outcomes within organizational contexts;
- be able to link HRD planning and actions to global organizational goals and strategies; and
- be able to design and deliver training with a sound understanding of ethnic and cultural diversity

Assignments, Grading, and Due Dates:

Checking Canvas

All course content and materials will be accessed via the Canvas site under the "content" tab. Required readings and assignments will be organized on Canvas under the weekly modules. There will be a separate module for each week of the course. Finally, all assignments are due in the "relevant" drop box.

Please note that all deadlines for assignments are 11:59 p.m. CST.

Participation assignments:

Over the course of the semester, you will be expected to complete 11 participation assignments.

Your first post will be to introduce yourself to the class. I would like to know what your major is, what year you are in, why you were interested in this course, and what your eventual career goals are. You can, of course, share more information if you would like. This initial posting will be worth 20 points.

Participation assignments will ensure that you are staying up-to-date on your reading and will allow you to interact with the material. Given that this is an online course, these participation assignments are an essential aspect of the class and will provide you with an opportunity to communicate both with the instructor as well as with your classmates. Participation assignments will consist of discussion forum posts.

During weeks that discussion forum posts are due, you will be expected to respond to a weekly topic framing question(s) listed in Canvas, no later than Wednesday at 5:00 PM CST.

Please be sure to search for current events in the form of videos, articles, etc. that are relevant to our weekly topics to share with our class. Reading current events with a critical eye is vital to enhancing awareness and defeating narrow-mindedness. Current events can assist us in our understanding of the diverse cultures we are studying both domestically and internationally.

Current events can be beneficial to our class as we work together to better understand the sociocultural aspects of other countries, discover effective ways to resolve human relation problems when individuals from several cultures interact. Having an appreciation for current events is a key step toward self-empowerment, advancement and awareness.

You will then be required to respond to at least **two** of your classmates post no later than Sunday by 11:59 pm CST of each week.

Thus, your first post should be a response to the posed questions, while your second and third post should be a **respectful** and insightful response to two of your classmates. The weekly discussion forum will remain open for one week. Relevant due dates will be posted in Canvas. You will receive a grade out of 30 points for discussion post.

Please address each question using 1-2 paragraphs. A paragraph should be comprised of at least 5 sentences. Utilize course material to support your statements which requires the use of a list of references at the end of your original post.

You will receive a 0 for any unmade postings, and all late postings will be subject to a 50% grade reduction.

Interview Paper: (100 points)

NOTE: Findings from the interview paper will be used to write your FINAL (proposal paper).

Each student will interview a Human Resource Director (HRD) professional – a trainer, training manager, organization development professional, or career development professional, who currently works in an organizational setting, either public or private – and write a paper on the data and results of the interview. Preferably this individual has experience with training that is multinational or multicultural.

Questions may include, but not be limited to, the following:

1. What is your involvement and role in international or multicultural training and development?
2. What does your organization expect of you; what results, outputs, or accomplishments?
3. How does your organization measure training and development results?
4. What are the most important training or organization development priorities/needs in your organization or industry right now, particularly in global or intercultural areas (but other areas too)? **NOTE: Take good notes on question #4 as this question will guide your FINAL – based on your findings for the training needs of the organization.**
5. In what ways does your organization prepare employees for global or intercultural transactions?
6. Describe any new learning technologies your organization may be using or adopting, such as e-learning, distance learning, or other systems.

The paper should include some information about who you interviewed:

- What position (title) did the person hold?
- What kind of organization and industry were they in?
- How much involvement they have in international or intercultural training?
- How long have they been in HRD?

The paper should also cover a summary of the questions you asked, and the results you obtained. The paper should also include your assessment of some of the challenges this person seems to be facing in their HRD role.

I would **not expect** this paper to be shorter than 5 pages (double spaced), nor longer than 10 pages.

Before submitting your paper, be sure to refer to your APA Manual (6th edition) for proper formatting and specific instructions on how to cite sources as well as referencing them in your paper. If you do not have a current version of the APA Manual, the OWL at Purdue (link listed below) has information and

examples on how to cite, as well as how to format papers.

<https://owl.english.purdue.edu/owl/resource/560/25/>

FINAL - Proposal Paper: (100 points)

Based on information obtained in your interview (see responses to “#4” from your interview paper), select a training need or topic. This training need should involve learners who reside and work in different locations, preferably internationally. Through your reading of the assigned text for the class (Marquardt), **and** with additional research done through the Internet and/or the Web, write a proposal for a training course that would meet that need, and would be delivered at least partially by distance learning methods. Your proposal should be no more than 4 pages long, and should include the following:

- Propose title of the training
- 2 – 3 learning objectives
- 1 – 3 possible distance learning delivery methods
- Discussion of how you could evaluate whether learning occurred
- Citation of Internet/Web sources as well as written sources, or face-to-face contacts or discussion

This paper does not need to be a “finished plan”, but a preliminary document demonstration of student’s learning.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignments	Due Date	Points for Course Grade
Attendance- Weekly Postings & Responses to Classmates	Listed in Canvas weekly	11 @ 30 points = 330 points
Introduction Post	January 5, 2020	1 @ 20 points = 20 points
Interview Paper	February 23, 2020	1 @ 100 points = 100 points
Proposal Paper	April 30, 2020	1 @ 100 points = 100points
Total Points:	N/A	530 points

An “A” grade requires: full participation and class contribution to our on-line class; papers that are professionally prepared and fully proofed meeting all APA requirements; demonstration of your willingness to probe and question classmate’s weekly post/discussions, clarify an understanding of topic; above average expression of knowledge, ideas, and creativity on all assignments and other work.

Grades can be negatively affected by careless and sloppy work.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Tamara Roberson

Education

- 2010 Walden University, Ed. D., Specializing in Administrative Leadership for Teaching and Learning
- 1992 University of Central Oklahoma, M.Ed., School Administration
- 1986 University of Central Oklahoma, B.S., Elementary Education

Current Positions

- 2014 – Present Adjunct Professor, University of Oklahoma, Norman, OK.
- 2012 – Present Principal – Pleasant Hill Elementary, Midwest City-Del City Schools, Midwest City, OK.

Frequently Taught Advanced Programs Courses

- Multicultural Issues in Human Relations
- Cultural Diversity in Human Relations

Major Areas of Teaching and Research Interest

- Adult & Informal Learning
- Quantitative Research
- Civic Engagement
- Community & Organizational Change

Representative Publications and Presentations

- Roberson, Tamara S. (January, 2014). PreK – 5th Writing for the Common Core, Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (September, 2013). PreK – 5th Response to Interventions (RTI), Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (2012). *Riley's Race*. Philadelphia, PA: Xlibris Corporation
- Roberson, Tamara S. (2010). The relationship between principal personality type and elementary school student achievement. MI: UMI
- Roberson, Tamara S. (September, 2010). Learning from the ineffective teacher. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). The importance of lesson planning and student achievement: introduction part 1. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). The importance of lesson planning and student achievement, part 2: Setting the stage for learning: anticipatory set. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Are we accomplishing our mission? progress monitoring, assessments and accountability. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Lead and learn presentation to mid-del association of elementary principals: Coaching cycle: Diagnose – teach objectives, assess, gather results, adjust instruction; start over. Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (April, 2009). Quality time analysis. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). How to help children build better language skills. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Testing preparation for state testing. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2009). How to use data to enhance classroom instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2008). Differentiated instruction in the classroom part 2. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2008). Differentiated instruction in the classroom part 1. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Climate of high expectations for all students in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Review of academic performance index (API). Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Intergrading math and children’s literature in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Implementing policies and procedures: ensuring quality time on task. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2008). School improvement: make and take ideas for using differentiated instruction in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2008). Strategies for enhancing reading for students with English as a second language. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Differentiated reading instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Differentiated classroom instruction to enhance learning across the curriculum. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (November, 2007). School improvement strategies for improving AYP scores on state testing. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2007). School improvement: mapping grade levels curriculum. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). School improvement: surveying the daily classroom schedule. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). School improvement: data driven decision making. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (September, 2007). Using benchmark data to drive instruction. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2007). Strategies for teacher using data driven instruction to re-teach PASS skills not mastered on benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). No child left behind: expectations of 2014 and strategies to achieve the demands. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Edusoft training for teachers to use computerized data for benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Using vertical team meetings with special teachers to collect data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). Modified assessments. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). In-service for the classroom teachers role in adhering to DHS regulations. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). Special education: inclusion. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). API in-service: using frequent assessment in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Using guided reading instruction in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Seven correlates of effective schools. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2006). Epperly’s recipe for success: strategies to closing the achievement gap using our school data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (May, 2006). Using discussion and data to assign students to next year’s teachers. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2006). Following up on benchmark data: objectives not mastered. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2006). Follow up on benchmark data for the higher achieving students. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

Representative Honors and Awards Received

- Who’s Who Among American Young Women of America (1997).
- Midwest City – Del City Schools Service Award (May, 2006).
- Recognized by Midwest City – Del City Schools for Mastery and Understanding of the Effective School Correlates (2009-2010).
- Recognized by Midwest City – Del City Schools for the MVP Award (2009-2010).

Major Professional Affiliations

- Council Member, Governor Fallin's Oklahoma Economic Development Council – 2011-2012
- Committee Member, Mid-Del Association of Elementary School Principals – 2008-2010
- Chairman, Safe & Healthy School Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Title I Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Professional Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Staff Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del Discipline Committee, Mid-Del Schools, 1997 - Present
- Committee Member, Technology Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del School Calendar Committee, 1990 - Present
- Committee Member, Mid-Del Schools School Improvement Committee 1997 - Present
- Committee Member, Mid-Del Schools Elementary Curriculum Council 1988 – 1997
- National Association of Elementary School Principals (NAESP)
- Mid-Del Association of Elementary School Principals (MDAESP)
- Association of Supervision and Curriculum Development (ASCD)
- Cooperative Council for Oklahoma School Administration (CCOSA)
- Oklahoma Association of School Administrators (OASA)
- National Association for the Education of Young Children (NAEYC)
- American Educational Research Association (AERA)
- National PTA