The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:

International Training and Development

Course Number:

HR 5113-106

Course Description:

Training and development of people is a very important function of any organization, and particularly in organizations that are competing and expanding beyond 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. They will be exposed to research and discoveries on skills and knowledge related to training and adult learning, and models for effective training. They will learn the most current trends and issues in international training and development, including the push for management and leadership training for intercultural understanding. They will conduct research, and given a global training concern, they will develop a blended learning solution to meet that concern.

This course will be conducted using experiential learning as its primary methodology. Some short lecture will be integrated with group discussion, small team discussion and projects, and some activities designed to build both knowledge and skills.

Class Dates, Location and Hours:

Dates: April 24 – 30, 2017
Location: Army Education Center, building 9230, 8150 Marne Road, Fort Benning, Georgia.
Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.
Last day to enroll or drop without penalty: March 26, 2017

Site Director:

Email: apftbenning@ou.edu. Phone: (706) 780-1183.

Professor Contact Information:

Course Professor: Peter C. Vail, M.Ed
Mailing Address: 1932 Shelby Court
                         Norman, OK 73071
Telephone Number: (405) 364-9307 (home)
E-mail Address: pvail@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Hofstede, G., Hofstede, G.J., & Minkov, M. (2010). C*ultures 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.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

On 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

Assignment, Grading, and Due Date:

Two pre-course assignments

Interview Paper:

Prior to coming to class, each student will interview an 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 in your organization or industry right now, particularly in global or intercultural areas (but other areas too)?
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 the paper to be shorter than 5 pages (double spaced), nor longer than 12 pages.

Proposal Paper:

Based on information obtained in your interview (see responses to "#4" above), 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 for discussion.

Class participation and contribution:

Students will work in small groups for much of the class time. Groups will be asked to analyze a training need (given a scenario by the instructor), and, using a model instructional design approach presented in class, they will design and propose a training solution. The scenario will have international implications, and the solution will require a grasp of current learning and training theory, and of blended learning methods.

Final examination:

During the last class session, students will complete a final examination, which will ask them to consider such questions as defining HRD in their terms and in a global context; how they might plan a needs assessment and analysis; some ideas for dealing with a diverse group in a training environment and what the implications of different adult learning styles and different cultures are on training design.

Grading:

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

Assignment	Due Date	Percent of Grade
Interview and proposal papers	First class session	25%
Class participation & contribution	During class	60%
Final Exam	Last class session	15%

An "A" grade requires full attendance and participation in class meetings and discussions and group work, papers that are professionally prepared and fully proofed and which meet all style requirements, demonstration of willingness to probe and question and clarify understanding, and above-average expression of knowledge, ideas, and creativity on the final exam and all 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.

<h1 style="text-align:center">POLICIES AND NOTICES</h1>

<h3 style="text-align:center">Attendance/Grade Policy</h3>

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

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 make 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.

<h3 style="text-align:center">Academic Integrity and Student Conduct</h3>

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/

<h3 style="text-align:center">Accommodation Statement</h3>

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.

<h3 style="text-align:center">Adjustment for Pregnancy/Childbirth-Related Issues</h3>

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. Advanced Programs does not provide duplicating services or office supplies.

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/

<div align="center">**INSTRUCTOR VITA**

Peter C. Vail, M.Ed.</div>

Education

- BA in Psychology - Bowling Green State University
- M. Ed. in Education - Bowling Green State University
- Additional graduate courses in Public Administration, The University of Oklahoma

Current Positions

- Advanced Programs Professor since 1996
- Independent trainer and consultant
- Director (Retired), Executive Training and Team Quest, University of Oklahoma
- Adjunct Professor, College of Liberal Studies, University of Oklahoma
- Adjunct Professor and Contract Trainer, Oklahoma City Community College

Frequently Taught Advanced Programs Courses

- International Training & Development
- Current Problems in Human Relations
- Presentation Skills for the Human Relations Professional

Major Professional Affiliations

- Current member, Past President and Board Member of the Central Oklahoma Chapter of ASTD
- Member, ASTD (American Society for Training and Development)
- Member, Sooner Human Resource Society

Representative Publications and Presentations

- With Gaudet, C., Smith, T., & Conerly, D. *A model for trainer certification.* NABTE Review, 34 (1997).
- Has conducted training and consulting throughout the United States, Trust Territories, American Samoa, and Puerto Rico.
- Has made presentations in several national and regional conferences, including the 1996 American Society for Training and Development (ASTD) International Conference.
- Has been involved in planning and managing several national conferences.
- Conduct ongoing leadership and related training through Oklahoma City Community College.
- Has conducted training for the U.S. Postal Service, the U. S. Army Defense Ammunition Center, the Transportation Security Administration, Diamond Offshore Drilling Corporation, Devon Energy Corporation and many other public and private organizations.