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approaches and the challenges mostly faced by students once in the job market. Questions also included an inquiry about the complaints got so far from faculty members and students concerning the HRD program, the reasons behind low enrollment in the program, the ways to attract more applicants and the internal/external communication strategies of the university to empower the program. All the four interviews ended with a question about the short and long visions each of the interviewees has for the program with suggestions and further comments.

Some specific questions were asked to this group too. The SBA dean and faculty had questions assessing management students KSAs learned throughout the curriculum of management. She was also asked about the potential of the HRD program under the school of Business and Administration rather than the School of Humanities and Social Sciences: “Some believe that the HRD program should be under the SBA, not SHSS. What is your thought about it?” Another question was intended to assess the potential the HRD program has as a minor for BA students: “Would you recommend business students to take HRD as a minor? Why?”

**SHSS Undergraduate Coordinator and HRD Program Coordinator.** In addition to the common questions asked tackling the strengths and weaknesses of the program, the effectiveness of the courses and instructional approaches and the challenges mostly faced by students once in the job market. Questions also included an inquiry about the complaints got so far from faculty members and students concerning the HRD program, the reasons behind low enrollment in the program... Specific ones were asked depending on the interviewee’s position. For instance, the SHSS undergraduate coordinator was asked to assess the structure of the HRD program sheet in terms of the number of courses and professors through the following questions “What do you think about the structure of the HRD program sheet in terms of number of HRD courses offered? What do you think about the number of HRD professors in the HRD program?” He was also asked to give a comparison between both the Communication and HRD programs via the following question “As a professor of Communication studies, can you compare and contrast between the HRD and Communication programs?” Besides this, he was presented with a question where he had to reply to the challenges he faces as an undergraduate coordinator. On the other side, The HRD coordinator was asked about the need to relate the instructional content to the Moroccan content via the question “Would it be necessary for you to relate instructional content to Moroccan context? If yes, how can HRD courses be more relevant to the Moroccan context? If no, why?” He was asked about the ways to facilitate HRD exchange opportunities through the question “What has been done to facilitate HRD students’ exchange opportunities? What should be done to make it better?” Besides, he was asked about the skills and KSAs gained by the students; this issue was raised by the question “Out of all what HRD

students learn throughout the 4 years, what do you believe are some of the most useful KSAs or experiences they gain or need to gain? Why?"

**Career Services Manager.** The set of questions designed for the career services manager included themes assessing the activities provided to HRD students in order to help them seek for job opportunities "What do you normally do to help HRD students in their preparation for their careers?" actual participation of HRD students in the activities and workshops provided for the purpose of improving their job hunting skills, in addition to statistics about the rate of employment after graduation for HRD students "What is the employment rate of HRD students, if you have the statistics? What kind of positions do they fill?" Other questions were meant to gather the career services manager input about the strengths and challenges of the HRD program and points that should be addressed or changed.

**Enrollment staff.** The interview prepared for this group of interviewees included questions about the courses offered under the HRD program, the type of complication those staff encounter while dealing with the HRD program and HRD students (complaints, co-requisites, pre-requisites, and sections ...); "If facing any problems with this program, what is their nature what is the nature of the problems faced within the HRD Program in terms of administrative tasks?" And "What is your opinion about the duplication of work for students and advisors (technology used; Jenzabar system and paper based forms)?" They were also asked about their input as of how to promote the HRD program "What kind of effort does the enrollment department make in order to promote the HRD program?"

**Peer advisor.** The interview for the peer advisor had questions about her personal experiences with the HRD program in terms as a senior student majoring in HRD. Then questions moved to make an inquiry about students' experiences with the HRD program in terms of class offerings, instructional approach, and the quality of class content. The remaining questions were about the program overall, in other words, questions about the enrollment rates in the HRD program, potential scenario of having the program under the BA school, and her recommendations and further suggestions.

**Alumni.** The interviews with HRD alumni targeted alumni working in the HRD, the HRM, and the Consulting field. Alumni pursuing their graduate studies were also included. The first set of questions were aimed to get general information about the interviewee in terms of either getting a job in the three fields (HRD, HRM, and Consulting) or the current type of graduate studies they are pursuing. Examples of these questions could be: "Could you please state your graduation year from AUI? What was your minor?", "What is your educational background after graduating from AUI?" After that, the questions start getting more specific by

exploring information we are looking for concerning low enrollment rates, strengths and weaknesses of the program, study abroad and exchange opportunities, course offerings, and course offerings. To state few of these questions, here are some examples: “What are the main challenges and strengths of the HRD program?”, “Throughout your undergraduate studies, were you given the opportunity to study abroad? If yes in what sense was it useful?”, “Some students and faculty raised the need to mandate multiple internships before graduation.”, and “What are your thoughts about it, now that you are pursuing master/ doctoral studies?” The interview also includes questions about the preparation needed to undergo the job or further studies, skills to perform the job successfully, and the evolution of the HR field in Morocco. As a matter of fact, the interview includes questions such as: “What additional preparations were needed to successfully perform as a consultant?” or “Was the KSAs you acquired from the HRD program at AUI sufficient for you to meet the requirements at work? If yes, in what ways? If not, please explain why?”

#### **HRD students.**

*Interviews with sophomore and junior standing HRD students.* The interview with this specific group of students was intended to unravel the means by which this group of HRD students came to know about the HRD program, their student experiences in terms of class offerings, and interactions with staff other HRD students and faculty as well as the quality of assistance and directions they received so far.

*Survey for all students either majoring or minoring in HRD.* The survey designed for HRD students included a total number of 24 questions that went from multiple choice questions, to listing, and open ended questions. First, the survey started with general questions (from Q. 1 to Q. 6) about participants’ major/minor, their academic standing, why they chose undergoing the HRD program and how they came to know about the program. Then questions from 7 to 10 were about the HRD program itself in terms of general student satisfaction, strengths and weaknesses of the program, as well as students thoughts about the reasons behind the challenges and how to overcome them. Question 21 was about whether current HRD students would recommend the program to other students.

The questionnaire moves to questions about class offerings; questions 11, 12, and 13 inquired about classes liked the most or least under the HRD curriculum and valuable knowledge and skills they learn from their HRD classes. Another theme covered in the survey was about the instructional approach; questions 14 and 15 were about students’ most liked teaching approach as well as the work load provided.



### **Course Offering**

**Faculty and staff.** In terms of course offering, the major strengths raised by participants are the up-to-date and rich content taught in HRD courses as well as the competent faculty the HRD program has. Two out of five (50%) faculty members believe the HRD program has good quality professors who are collaborative and supportive. According to the HRD program coordinator the SHSS has “good quality professors, very collaborative, supportive and hardworking.” One out of five (20%) faculty members and one out of four (25%) staff members consider that HRD courses bring the latest debates in class and are updated with the most recent systems. One out of four (25%) staff members think the HRD program offers a large choice in elective courses and the level of some courses was deepened. One out of five (20%) faculty members assume the HRD program has a good standing in terms of curriculum design. The curriculum offers the possibility to have an organizational focus or a national HRD focus and covers different aspects of HRD. One out of five (20%) faculty members believe the strengths of the HRD program are: some classes are offered in the master degree elsewhere but they are part of the HRD curriculum such as strategic HRD, professors are specialized and have experience in the HRD field, courses involve practice through concrete research or case studies, and they are available in partnership universities – Georges Washington University. One out of five (20%) faculty members consider the overlap between HRD and BA topics to be positive because non HRD students also need the HRM knowledge.

**Alumni and HR professionals.** The major strength raised by this category in terms of course offering is the high quality of HRD classes, which helps students grow and learn. One out of one (100%) advisory board member affirmed that the majority of the courses offered are common core courses. It is the minor students choose - either BA or communication - that constitutes a specialization and provides specific skills. According to one advisory board member “they are very common core courses that you receive, the minor that you are able to have either in Management or communication, that helps you to have another competitive advantages that builds up a more exhaustive profile.” Concerning all graduate students, three out of three (100%) individuals agreed that the different classes and modules provided a general and basic knowledge as well as a complete insight of the field helping them develop a general view about HRD. Four out of six (67%) participants think that some of the HR classes helped them acquire good and fluent communication skills. Three out of six (50%) alumni believe that been a part of teamwork was truly important as it is a real strength of the HRD program at AUI. Moreover, the different activities completed on a daily basis helped them picture what the

workplace would look like. Also, more than one person out of three (40%) think that the HRD program is very specific and very concentrated on the field of HR. Nonetheless, only one graduate student out of three (33%) believe that the HRD courses at AUI were updated with the latest systems.

**Students.** The survey conducted with students majoring or minoring in HRD showed that the average satisfaction with the HRD program is approximately seven out of 10. Regarding the strengths perceived in the program, 53% of students think that the main strength of the HRD program is the content of its courses that is clear rich of concepts and interesting. The introduction course was mentioned to be very interesting and attractive. It was also reported that other strengths are that the instructors come from different cultural background and that the class class-size is small.

Table 1 represents HRD students' preferred courses. When assessed for the HRD classes the students liked the most, students chose these classes in the following order: Introduction to HRD, Business Ethics, Human Capital Management, Strategic HRD, and Training & Development.

**Table 1:** Preferred HRD Courses

	Frequency		Frequency(%)
	Major	Minor	
<b>Introduction to HRD</b>	3	8	11 (12,50%)
<b>Still haven't taken many classes</b>	4	7	11 (12,50%)
<b>Business Ethics</b>	3	4	7 (7,95%)
<b>HCM</b>	4	3	7 (7,95%)
<b>Strategic HRD</b>	6	1	7 (7,95%)
<b>T&amp;D</b>	5	2	7 (7,95%)
<b>Consulting for HRD</b>	5		5 (5,68%)
<b>Organizational Psychology</b>	4		4 (4,55%)
<b>HCM+Lab</b>	2	2	4 (4,55%)
<b>Special Topics in HRD</b>	1	3	4 (4,55%)
<b>Needs Assessment</b>	4		4 (4,55%)
<b>Global HRD</b>	1	2	3 (3,41%)
<b>Career Development</b>	2	1	3 (3,41%)
<b>No answer/irrelevant</b>		3	3 (3,41%)
<b>O.D.</b>	2		2 (2,27%)



respectively). While HRD minors chose conducting needs assessment (13.51%), understanding key HRD concepts (13.51%), and teamwork skills (10.81%).

**Table 2:** Important KSAs gained through the HRD Program

	Students majoring in HRD			
	Sophomore	Junior	Senior	Frequency(%)
Acquire teamwork skills	2	3	4	9 (15,52%)
Acquire leadership skills	2	4	1	7 (12,07%)
Understand how organizations function	2	2	1	5 (8,62%)
Improve communication skills	1	3	1	5 (8,62%)
Understand key concepts in HRD	2	2	1	5 (8,62%)
Learn how to conduct trainings	2	2	1	5 (8,62%)
Acquire problem Solving skills	1	1	2	4 (6,90%)
Conducting needs assessment	1		2	3 (5,17%)
Apply motivation theories	1	1		2 (3,45%)
Think differently		1	1	2 (3,45%)
Understanding talent management		1	1	2 (3,45%)
Manage difficult situations within the company	1			1 (1,72%)
Being Ethical		1		1 (1,72%)
Develop new business perspectives			1	1 (1,72%)
Acquire decision making skills	1			1 (1,72%)
Know about the HR field in Morocco		1		1 (1,72%)
Adopt active learning methodologies	1			1 (1,72%)
Develop interpersonal and managerial skills			1	1 (1,72%)
Take responsibilities	1			1 (1,72%)
Get a fieldwork experience			1	1 (1,72%)
<b>Total</b>				<b>58 (100%)</b>

**Table 3:** Important KSAs gained through the HRD Program



	Students Minor in HRD			
	Sophomore	Junior	Senior	Frequency(%)
Conducting needs assessment	1	2	2	5 (13,51%)
Understand key concepts in HRD	2	2	1	5 (13,51%)
Acquire teamwork skills	1	2	1	4 (10,81%)
Apply motivation theories		1	2	3 (8,11%)
Know about the HR field in Morocco			3	3 (8,11%)
Understand behavior modification	2	1		3 (8,11%)
Develop analytical skills			2	2 (5,41%)
Develop interpersonal and managerial skills	1		1	2 (5,41%)
Acquire problem Solving skills			1	1 (2,70%)
Improve the quality of projects		1		1 (2,70%)
Understand how organizations function		1		1 (2,70%)
Acquire leadership skills		1		1 (2,70%)
Improve communication skills			1	1 (2,70%)
Acquire decision making skills	1			1 (2,70%)
Think differently	1			1 (2,70%)
Grasp some BA concepts			1	1 (2,70%)
Take responsibilities		1		1 (2,70%)
Learn how to conduct trainings		1		1 (2,70%)
<b>Total</b>				<b>37 (100%)</b>

### Enrollment

**Faculty and staff.** One out of five (20%) faculty members believe the enrollment in the program is getting higher through the years.

**Alumni and professionals.** Enrollment in the program is getting higher through the years and this belief is shared by five out of six (83%) participants .

### Exchange Program

**Faculty and staff.** Concerning the exchange program, the leading strength is the HRD coordinator and the OIP efforts done to develop valuable partnerships. One out of four (25%) staff members and two out of five (40%) faculty members declared that George Washington University and AUI developed a collaborative program for a combination of exchange and

master degree program. One out of five (20%) faculty members reported that the SHSS is developing other partnerships – Indiana State University. One out of five (20%) faculty members believe students learn how to cope with diversity through exchange programs. One out of five (20%) faculty members assert that students should have an international exposure to HRD because the opportunity to go abroad with different settings where HRD is fully functional and successful helps counter the mistaken beliefs they have about HRD.

**Alumni and professionals.** On the first hand, six out of six (100%) alumni believe that exchange programs give the opportunity to discover other environments, and thus compare AUI's program with others, internationally speaking as well as acquiring new perspectives and knowledge. On the second hand, five out of six (83%) participants think that exchange programs help develop human skills and aptitudes.

### **External and Internal Communication**

**Faculty and staff.** The major advantages regarding the external and internal communication are the promotion of the HRD program and the future introduction of a new sharing platform for students and faculty. One out of four (25%) staff members affirm that campaigns are conducted and the HRD program difference is promoted. One out of four (25%) staff members assume students are aware of the opportunities the national and international job markets offer concerning HRD. On the other hand, SHSS top direction and the university are ready to give their support to this project in order to improve the HRD program. Moreover, in three months a platform website will be operational. It functions as a chat room for students to exchange documents and share job or internship opportunities.

**Students.** Around 39% of surveyed students said that they got to know about the HRD program thanks to old students who talked about the program and advised them to choose it. Then, 24% learnt about the program through AUI's website and catalogue. For the students who got to know about the HRD program through their advisors and peer advisors, they constituted 10% of the surveyed students. Finally, 7% of students reported that their family members told them about the HRD program and advised them to choose it.

### **Instructional Approach**

**Faculty and staff.** In terms of the instructional approach, the main strengths mentioned by participants are the variety of instructional methods and technology used in HRD courses. One out of four (25%) staff members suppose all instructional methods including lectures, discussions, case studies, teamwork, action learning, interviewing activities are used to meet different needs and learning objectives. One out of four (25%) staff members assume the HRD program has competent professors who are up-to-date with the novelties and practices in the



**Faculty and staff.** Regarding the international standards, the major advantages raised by participants are the respect of some international standards by the HRD program and the strategic position AUI has that makes it better placed to prepare students. Two out of five (40%) faculty members confirm that the AUI HRD program meets the teaching and curriculum international standards. According to the HRD program coordinator “we are meeting some international standards regarding the program.” One out of four (25%) staff members believe the HRD courses bring current discussions taking place worldwide. On the other hand, they assume AUI is better placed to prepare students than any other international institution thanks to its knowledge of Morocco. One out of five (20%) faculty members affirm the AUI HRD program is equivalent to any other HR program. One out of five (20%) faculty members report that the AUI HRD program undergoes program validation with Georges Washington University.

**Alumni and professionals.** One alumni out of six (16%) affirms that Morocco is the only country that has an undergraduate HRD program, which is a significant strength for the country.

**Students.** In fact, 62% of surveyed student believe that the strength of the HRD program is the fact that it is unique in Morocco. The use of the American system and English instruction language is highly valued by students.

### **Internship**

**Faculty and staff.** The leading strengths concerning the internship are the future introduction of a sharing platform for students and faculty and the usefulness of the firsthand experience the final compulsory internship offers. One out of five (20%) faculty members report that the school provides some internship possibilities, and the final compulsory internship gives a firsthand experience in the professional field. One out of five (20%) faculty members say that internship and capstone experiences are facilitated through our network with industry partners and also with companies. One out of five (20%) faculty members confirm that a platform website will be operational in three months. It functions as a chat room where students can exchange documents and share job or internship opportunities.

**Alumni and professionals.** The main positive aspect of internships mentioned by alumni was that they represent a change for a first step in the professional field. It was indeed reported by six out of six (100%) participants. Concerning the graduate students one person out of three (33%) believes that internships improve communication as well as promote learning between cultures, and constitute efficient instructional approaches.



practical side of HRD.” Two out of four (50%) staff members and one out of five (20%) faculty members agree that there is a lack of resources – only three professors, so the program cannot meet all the needs nor diversify the offering. One out of four (25%) staff members and two out of five (40%) faculty members believe the SHSS should find better ways to retain faculty. One out of four (25%) staff members report that some professors are not willing to stay for a long period. One out of four (25%) staff members say that students complain about limited seats and course offering – HRD courses are offered once per year. One out of five (20%) faculty members assume that new courses are needed such as the evaluation of HRD interventions and the human performance technology. One out of five (20%) faculty members consider that there is no diversification of courses, the course offering is low both in terms of availability and number, and the content of courses is very repetitive. One out four (25%) staff members think specific topics such as knowledge management are missing and having only two concentrations is insufficient.

**Alumni and professionals.** For this category, the main challenges cited by six out of six (100%) alumni are that first major classes at the university are mainly focused on HRD rather than HRM. Second, they believe that other concentrations are missing in the program. Third, they believe that the HRD program is too hypothetical, as there is too much theoretical content, and thus there is no application in real context or if there is it is insufficient. Moreover, five out of six (83%) alumni believe that there is not enough management related subjects, or payrolls that are basic for any HRD or HRM professional. That said, they also believe that there is a real lack of information when it comes to the Moroccan market, in which there is no external awareness since most cases used in HRD courses are selected from American companies, so there is no real Moroccan contextualization. For example, 83% of alumni interviewees think that not enough background is offered on the Moroccan labor law as well as cultural aspects on how to interact with candidates compared to other universities. Plus, they consider that no real background is thought concerning the financial side of the HRD field, dealing with jurying, “boites d’interims”, as well as how to deal with expatriates. On another level, four out of six (66%) alumni see that there is a consequent low number of courses, a limited choice and no diversification of classes. They also consider that their content tends to be very repetitive. On the other hand, one out of three (33%) graduate students reported that there is no real connection between law and HRD courses.

**Students.** Many students complained about courses offered in the HRD program (see Table 5). In fact, 21.15% of the students interviewed were not satisfied with the Training & Development class, 15.38% with the Introduction to HRD, and 9.62% with the Organizational

Development and Organizational psychology course. One of the main reasons behind this is due to the teaching methods used by some professors, since 19% of the students who took the survey stress on this point. Also, 28.5% of students have complained about the lack of choice, 27% of the excessive use of theoretical approach, 20.7% about the content repetitiveness, 17.5% about boredom, 14.2% about the absence of Moroccan contextualization, 9.5% about the lack of time slots, 6.4% about course's interrelation, and 5% about the lack of 5% of diversity in terms of course's content. Also, some of the students who took the survey have pointed to the fact of the absence of female professors in the HRD program and the lack of HRD class offering especially during summer session. Some students do not see the point of having both Microeconomics and Macroeconomics as a major core classes. In addition, some complained about the use of multiple platforms such as Jenzabar, Collaborate, and Google drive. Concerning the international HRD professors, 3.1% of the students surveyed find that certain professors are having a hard time adapting to the Moroccan culture and do not know how to deal with Moroccan students. As for international students, 5% of students have pointed to the fact that non-French speaking students find it hard to keep up in the HRM lab.

**Table 5:** The least liked HRD classes

	Frequency		Frequency(%) )
	Major	Minor	
<b>T&amp;D</b>	7	4	11 (21,15%)
<b>Intro to HRD</b>	4	4	8 (15,38%)
<b>Organizational Psychology</b>	4	1	5 (9,62%)
<b>HCM</b>		4	4 (7,69%)
<b>Business Ethics</b>	1	2	3 (5,77%)
<b>Needs Assessment</b>	2	1	3 (5,77%)
<b>Organization Development</b>	2	1	3 (5,77%)
<b>Lab of HCM</b>	1	1	2 (3,85%)
<b>Leadership</b>	1		1 (1,92%)
<b>HCM+Lab</b>	1		1 (1,92%)
<b>Microeconomics</b>	1		1 (1,92%)
<b>Macroeconomics</b>	1		1 (1,92%)
<b>Still haven't taken many classes</b>	5		5 (9,62%)
<b>None</b>	1	3	4 (7,69%)

<b>Total</b>	<b>31</b>	<b>21</b>	<b>52 (100%)</b>
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### **Career Development**

**Faculty and staff.** Regarding career development, the main challenges mentioned by participants are the practical side that is not emphasized in HRD courses, the French and Arabic languages that are not well mastered by AUI HRD students, and the low development of the HRD field in Morocco. Three out of five (60%) faculty members considered the HRD field is not well developed in Morocco. According to the HRD Program Coordinator “the human resources development domain is not well known in the Moroccan job market.” One out of four (25%) staff members and four out of five (40%) faculty members believe that students need more experience and practice. One out of four (25%) staff members and two out of five (40%) faculty members consider that HRD courses taught in English do not prepare for the French speaking context in Morocco. Two out of five (40%) faculty members said that case studies are not adapted to the Moroccan context. One out of five (20%) faculty members sustain that AUI students have a deficient knowledge of Morocco's reality. One out of five (20%) faculty members reported that more than 50% of the HRD graduates work in HRM – dealing with recruiting and selection – and not in the HRD. One out of five (20%) faculty members reported that there students have a lack of knowledge regarding the Moroccan context. One out of five (20%) faculty members assume that it is difficult to specialize starting the undergraduate level.

**Alumni and professionals.** Three out of three (100%) graduate students see that with a lack of job experience it is hard to find a job after a master degree. On the other hand, five out of six (83%) alumni complained about the fact that KSA's acquired during the HRD undergraduate program are not enough to base a career upon since the Moroccan job market gives more job opportunities in the HRM field than the HRD field, so students may find themselves obliged to work under HRM. In this, they did not perceive a connection between what they learned at AUI and the workplace. Four out of six (66%) candidates trust that with only one internship record on the CV many candidates will not be able to even pass the recruiting step. Moreover, the operational side in the program and mainly a precise concrete image about the main roles of HR in companies nowadays are not emphasized. Lastly, two out of six (33%) alumni comprehend that since courses are in English, they do not really prepare future professionals for the French speaking context in Morocco as technical terms are only learned in English, which negatively affects the job search. They also visualize that communication with managers may be difficult on the job because students are not used to do so. Eventually, one out of one advisory board





**Alumni and professionals.** The main reason behind the low enrollment rate in the HRD field according to six out of six (100%) alumni is due to the lack of knowledge and awareness about HRD since students prefer to have their major in fields that are thought to offer a real future in Morocco, and HRD is in a fetus phase. The second main reason held by five out of six (83%) alumni is that there is no structured marketing of the HRD program. It is only once the students enter AUI that they hear about the program and not once beforehand. So students do not know it exists. Four out of six (66%) participants reported that there is a gap between the market needs and what individuals think the market needs. For example, the common belief in Morocco needs more business and engineering professionals, but what they forget is that HR is needed as well if not more. Finally, three out of six alumni, which represents the half (50%) ponder that there is a low enrollment rate in HRD because the program is under SHSS and not SBA plus the point that there is a low number of faculty.

**Students.** The low enrollment rate is due according to 14.2% of the students, who took the survey, the HRD program is not valued by the administration as the other programs, and 2% complain about the bad management and recruitment processes of the enrollment department. Also, 9.5% of students mentioned the low enrollment rate in the HRD program compared to BA or Engineering.

### **Exchange Program**

**Faculty and staff.** The key issue regarding the exchange program is the limited course offering of partnerships. One out of five (20%) faculty members say there is a need to find other partnerships. One out of five (20%) faculty members HRD courses offered by partnerships are restricted. One out of five (20%) faculty members notice that there are clarity of rules and transparency issues with the OIP.

**Alumni and professionals.** This category for the most part specified that exchange programs represent a great chance for HRD students to acquire learn about new cultures, expand their notions about diversity issues, explore new instructional approaches, as well as developing interpersonal and communication skill and creativity.

**Students.** For the exchange programs, 5% of the students interviewed complain about the lack of exchange opportunities for HRD students.

### **External and Internal Communication**

**Faculty and staff.** The major problem regarding the external and internal communication is the low development and the negative reputation the HRD field has in Morocco. Three out of five (60%) faculty members consider that the HRD field is not yet well received and developed in Morocco. According to the SBA management professor Dr. Rinehart

“HRD is still an unknown field in Morocco.” One out of four (25%) staff members believe there is a weak internal communication about HRD program and its opportunities. One out of five (20%) faculty members affirm there is a promotion of the SHSS rather than the programs.

**Alumni and professionals.** Six out of six (100%) alumni state that it is only when students join AUI that they discover the university has an HRD program. So there is a lack of coordination between the internal and external platforms of communication within AUI. On the other hand, three out of three graduate students (100%) consider that the HRD program lacks external advertising compared to other programs such as BA.

**Students.** Concerning the external and internal communication the main reason behind it, according to students, is the lack of promotion of the HRD program. In fact, 36.5% of the current HRD students knew about the program from others HRD students, 11% have not enrolled in the HRD program from the beginning but have switched from other programs, while 5% did not know at all about the HRD program until they joined AUI. Also, 5% of the students feel a lack in terms of communicating about either complains or suggestions about the program, and 5% too find that there is no cooperation and communication between the administration and the HRD program representatives.

### **Instructional Approach**

**Faculty and staff.** The core challenges in terms of the instructional approach are the lack of practice, the American based model textbooks, and the reluctance of Moroccan companies to share their situations in case studies. One out of four (25%) staff members and four out of five (80%) faculty members think that practice is still missing. One out of four (25%) staff members and one out of five (20%) faculty members affirm that textbooks are based on the American rather than the Moroccan context. One out of four (25%) staff members report that it is difficult to recruit competent professors. One out of five (20%) faculty members assume that in Morocco most companies are not comfortable with having their situations published through case studies. One out of five (20%) faculty members say that the pedagogy of teaching needs to be enhanced. One out of five (20%) faculty members consider that the midterm-final construct does not allow deep thinking.

**Alumni and professionals.** For all of them, three out of three (100%) graduate students truly believe that students need both theory and practice, which they considerably lack. On the other hand, the advisory board member (100%) believes that what is learned in HRD courses is more likely to be applicable at the international level, which is good if AUI HRD graduates work in multinationals, but it is not always the case. Furthermore, AUI students need to adapt to the Moroccan mentality and style of work.



not enough. Since HRD is all about understanding human behavior, students are behind in that perspective.

### **Student Experience**

**Faculty and staff.** One out of five (20%) faculty members believe that extracurricular activities are stressful in terms of projects and time frames.

**Alumni and professionals.** Many complaints were received, but the one evoked by all alumni, six out of six (100%) is the lack of technical skills acquired concerning the Moroccan context. Indeed, what students study in AUI is more focused here again, on the American context only. On the other hand, four out of six (66%) alumni believe that they lived in a stressful environment because of the overload of HRD projects and short time frames, especially when they had to work and coordinate in teams.

**Students.** When making an inquiry about the challenges of the HRD program from students' perspective, HRD majors selected the first challenge as few and no diversity in faculty with 16.67% of votes, the gap between practice and theory with 12.96%, and lack of diversified courses with 11.11% (see Table 6). The students minoring in HRD set their choices on the theory/practice gap (22.58%), the load of content to cover (12.90%), and the lack of diversified courses (9.68%) (see Table 7).

**Table 6:** Challenges of the HRD Program

	<b>Students Majoring in HRD</b>			
	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Frequency(%)</b>
<b>Few and no diversity in faculty</b>	4	3	2	9 (16,67%)
<b>Theory/practice gap</b>	3	3	1	7 (12,96%)
<b>Lack of diversified courses</b>	2	4		6 (11,11%)
<b>Repetitive content</b>	3	2		5 (9,26%)
<b>Limited time slots</b>	1	3		4 (7,41%)
<b>Under-rated program</b>	3			3 (5,56%)
<b>Lecture based style of teaching</b>	1	1	1	3 (5,56%)
<b>Too much content to cover</b>	1		1	2 (3,70%)
<b>Lack of concentration options</b>	1		1	2 (3,70%)
<b>Unclear vision for students enrolled</b>	1		1	2 (3,70%)
<b>Lack of Moroccan contextualization</b>		1		1 (1,85%)





(20%) faculty members propose to add a course on human performance technology and to delete the HRD in public organizations course. One out of four (25%) staff members affirm that courses should be available each semester. One out of four (25%) staff members affirm that the administrative work should be automated and less paper based. One out of five (20%) faculty members advise to foster collaborative mechanisms with the SBA and think of potential certificates and interdisciplinary certificates for continuing education in the future. One out of five (20%) faculty members think that HRD courses should focus more on the recruiting process, Moroccan labor law and organisms, payroll, and the administrative side of HR. On the other hand, there is a need to hire more professors to be able to diversify the course offering.

**Alumni and professionals.** The key solutions suggested by the graduate students, three over three (100%) is to create another concentration that digs into the HR Moroccan context, focusing upon the national background via the realization of real cases and group presentations, which will be more practical than theoretical. They also proposed to give more opportunities such as the five days class seminar to change the usual teaching habit. On the other hand, six individuals out of six (100%) alumni believe that it is essential to diverse courses, offer a higher number of classes, and introduce a recruitment course to allow students to learn basic interviewing skills. The program should also incorporate a special class related to issues in Morocco such as labor management - CNSS, CIMR - in which students will have to work on case studies based on real problems reported by Moroccan companies. Moreover, the HRD program should include a class on Moroccan as well as international labor laws. Furthermore, in that same optic they recommend creating a conflict and stress management class and add a class about individuals' evaluations, in which undergraduates will comprehend and learn to get familiar with the evaluation process they will go through in their jobs. Four out of five (83%) alumni see appropriate to offer some equivalent classes in French or add the specificity. They also believe a more complete major field of HRD should be created, and possibly have a minor in HRM. Four out of six (66%) alumni recommend to do extensive research about HRD courses and their content. They also suggested to include a class on public administration, where taxes and social security system would be encompassed. Three out of six (50%) alumni sense that business ethics class should not be mandatory but could appear in another course program as a subsection. They also propose for the training and development as well as the organizational development classes to be more in depth on a practical scale. Besides, two out of six (33%) alumni consider that classes have to be offered all year long and not only during the spring or fall semester. For instance, the career management class, the leadership management, and the consulting classes are uniquely offered during the spring semester. The final good scenario



would be to get HR professionals from different sectors to present their work. They could also give specific trainings on social securities or teach labs on the Moroccan law.

**Students.** 17.39% of the students insisted on adding more classes to the HRD program. In addition, 6.52% of them affirmed having more professors is necessary. Furthermore, 4.35% of those students minoring or majoring in HRD feel that HRD program should be considered as a very important major in Al Akhawayn University. Additional suggestions were as follow: replace Business Ethics from being a mandatory major course and include Global HRD instead, also, Microeconomics and Macroeconomics should be removed and replaced by HRD concentration courses.

### **Career Development**

**Faculty and staff.** The major solutions proposed by participants regarding career development are to work on Moroccan case studies and invite guest speakers or organize field trips to get more practical experience. One out of four (25%) staff members consider that the HRD program could be made more interactive and more attractive for students by inviting guest speakers, organizing field trips, job fairs and other activities. One out of four (25%) staff members suggest that students should take the initiative to do several internships and that the SHSS should mandate multiple internships. One out of five (20%) faculty members recommend consolidating our collaboration with consulting firms and multinationals where the HRD culture blossoms. One out of five (20%) faculty members suggest working on practical case studies of Moroccan companies. One out of five (20%) faculty members affirm the importance of offering equivalent HRD courses in French. One out of five (20%) faculty members insist on consolidating the practical side of the HRD program. One out of five (20%) faculty members advise students to develop a career development plan at the beginning of their academic career, and revisit that plan every semester as to show improvement. One out of five (20%) faculty members think we should foster collaborative mechanisms with the school of business and develop potential certificates or interdisciplinary certificates for continuing education in the future.

**Alumni and professionals.** The main recommendation in this section made by three out of three (100%) graduate students is to create relationships with local companies and multinationals. On the other hand, six out of six (100%) alumni suggest creating networking events with Alumni to build awareness about what happens on the ground to prepare students for the transition to the professional world. Furthermore, they propose offering career services conjointly with academics in order to enrich the HRD program by having an eye on the needs of the market and providing students with the right tools required in the workplace. For the rest of

the alumni, two out of three (66%) believe that the right path would be to help students ameliorate computer skills, and add trainings on the job for students to get familiar with the work environment and the way companies are managed through the establishment of a stronger connection with the local Moroccan environment.

**Students.** In this section, 15.22% of the student body recommended adapting the HRD program to the Moroccan context. 13.04% of students suggest creating partnerships with Moroccan or multinational companies to prepare students for the job market. In addition, 10.87% of participants expressed the necessity of organizing workshops for practice.

### **Enrollment**

**Faculty and staff.** The key solutions suggested for the low enrollment in the program are to improve the marketing strategies and to encourage students to choose their program based on their own interests. One out of five (20%) faculty members and one out of four (25%) staff members believe there should be better organized marketing strategies for the program. According to the SHSS undergraduate program coordinator there should be a “better marketing of the program.” Several means were suggested, such as attending student forums to market the program, focusing on the career prospect and explaining to students the job opportunities the HRD program offers. One out of four (25%) staff members affirm that students should make their own choices and avoid being influenced by their entourage. One out of five (20%) faculty members think students should choose their program based on their interests as well as their abilities and skills rather than following a parent decision or getting influenced by the entourage. One out of five (20%) faculty members believe that in order to counter the mistaken beliefs students have about HRD, they need to have more international exposure to HRD because the opportunity to go abroad with different settings where HRD is fully functional and successful may be an excellent opportunity.

**Alumni and professionals.** Six out of six (100%) alumni believe in developing the HRD program marketing for prospective students, either by having a special forum or open day for the HRD program. Besides, they are confident that if the HRD program is moved to the SBA, the enrollment rate would probably increase.

### **Exchange Program**

**Faculty and staff.** One out of five (20%) faculty members believe the SHSS still has to attract more students to be able to hire more professors and then seek for partnerships to internationally expand our HRD program.

**Alumni and professionals.** Six out of six (100%) alumni assert every student should go on an exchange, as the person will experience mindedness, a real intercultural exchange, as well

as the opportunity to compare between the different countries while forming a personal perspective and personality. It is indeed essential from their point of view to pursue such a journey to grow as future managers.

### **External and Internal Communication**

**Faculty and staff.** The most important directions given by interviewees in terms of external and internal communication are to promote the program internally through extracurricular activities and externally through building relationships with companies and early promotion of the program in high schools. One out of four (25%) staff members believe that in order to make all the meaningful information available for HRD students as well as for prospective students, the university should hire a person only for advising purposes or have an advising center including an advisor from each program. This advisor will be advising in courses, in work opportunities, and market needs, opportunities, and novelties in terms of HRD. One out of five (20%) faculty members insist on having the HRD program's positioning instead of the SHSS positioning, building strong relations with companies in order to attract competent faculty, and promoting the HRD program internally through extracurricular activities. One out of five (20%) faculty members believe that the HRD program should be promoted through the university website and other media means to increase its popularity. The promotion of the program should start at high school by sending AUI students to visit high schools. They will have to explain the aim of the program and give detailed information about the fact that we are the only university that offers an HRD program at the undergraduate level. One out of five (20%) faculty members advise to change the misconception students have about HRD by demonstrating to them through real world examples how HRD turns a company around when it begins supporting its employees, and creating an organization that supports learning, training, and visionary thinking.

**Alumni and professionals.** All alumni, six individuals out of six (100%) think that externally speaking it would be interesting to talk with companies to see what kind of professionals they need, drawing specific profiles. Internally, the school and the university need to communicate the program's ambitions and advantages to the outside world. On the other hand, all graduate students, meaning three out of three (100%) suggest organizing campaigns explaining the different modules, the purpose as well as the long term objectives of the program. This will enhance the popularity of the program especially that the HR field is starting to emerge, so students merely need guidance.

**Students.** In this part, 33% of participants proposed organizing information sessions to talk about the importance of HRD in organizational development. In addition, 5% of students

suggested improving the marketing and advertising of the program, especially targeting prospective students who did not enroll at AUI yet. Furthermore, 2% of students suggested a collaboration with external stakeholders.

### **Instructional Approach**

**Students.** Concerning this area, 15.22% suggested contextualizing the HRD concepts in Moroccan case studies, and 8.7% recommended varying instructional approaches for the courses that rely on lectures and redesigning courses in order to avoid repetition and reduce the theory/practice gap. In addition, 6.52% of students insisted on assigning projects that are linked to real-life practices and real case studies.

**Faculty and staff.** Concerning the instructional approach, the major recommendations proposed are to develop practice through extracurricular activities and working on Moroccan case studies. Two out of five (40%) faculty members affirm that the HRD courses should focus more on skill development rather than concept and theory. This could be done through extracurricular activities. One out of four (25%) staff members consider that the HRD program could be made more interactive and more attractive for students by inviting guest speakers, organizing field trips, job fairs and other activities. One out of five (20%) faculty members assert that professors should encourage students to read class-related books and articles and include cases developed in conjunction with other Moroccan companies. On the other hand, technologies may be introduced for both learning and problem/opportunities sharing between students. One out of five (20%) of faculty members propose to expose students to resources outside the university to help them develop individually and get a sense of what the HRD professional world is. Lastly, instead of removing HRD from SHSS to SBA, co-teaching should be used.

**Alumni and professionals.** Six out of six (100%) alumni united upon the idea that it is essential for the program to include projects that will promote self-learning by making students get in touch with various businesses. Five out of six (83%) alumni consider that HRD professors should have a former experience in different workplaces. For most graduate students, two out of three (66%) believe that focusing by doing and adding practical experiences would be highly beneficial especially if Moroccan guest speakers are invited to share their experience and insight. Finally, an ideal HR program for alumni would be to encompass 60% of professional experience and only 40% content related to theory. On the other hand, one out of one advisory board respondent (100%) reported that the program needs more exposure to the Moroccan context.

### **International Standards**

**Faculty and staff.** One out of five (20%) faculty members suggest thinking about the role of HRD in social change, how learning and adult learning can help in social issues and working on concepts of sustainability.

**Alumni and professionals.** Six out of six (100%) alumni affirm that since there is a need for an HRD more than an HRM field in Morocco, the university should make it its priority to work on this aspect before thinking outside of the box. They also encourage the development of interpersonal skills that enable graduates to gain self-confidence, self-esteem, and decision-making aptitudes.

### **Internship**

**Faculty and staff.** Regarding the compulsory internship, the main solutions suggested by interviewees were first to mandate multiple internships and second to establish three different types of mandatory internships. Two out of five (40%) faculty members think that the SHSS should mandate multiple internships to make students comfortable with the workplace at early university stages. According to the SBA management professor Dr. Rinehart we should “mandate multiple internships before graduating.” One out of four (25%) staff members think that students should take the initiative to do several internships and that the SHSS should mandate multiple internships. One out of five (20%) faculty members propose to make the first internship an observation internship – with no homework – in order to get used to the professional context. We should follow the system used by well-known schools in Morocco: they have at least three mandatory internships – descriptive, analytical, and contributive.

**Alumni and professionals.** The general suggestion given by six out of six (100%) alumni, the advisory board participant (100%), and three out of three (100%) graduate students is to urgently mandate multiple internships to teach students how to apply what they study during courses as well as integrate what they already know. Talking about students, the advisory board member affirms that “through internships they learn what it is to be in company, cultures, they will be dealing with people.” Having several internships will develop students’ knowledge about the Moroccan business and social environments. Overall, introducing more internships will make the CV more engaging and facilitate students’ job search. On the other hand, two out of three (66%) alumni feel the need to mandate internships abroad to discover different HR practices.

**Students.** Almost 22% of the students who took the survey reproach the need of more internship and experience. As a matter of fact HRD students strongly agreed to the idea of having multiple internships (see Table 9).

**Table 9:** Increase number of mandatory internships

		YES	NO
<b>Major</b>	Sophomore	9	2
	Junior	5	2
	Senior	7	2
	<b>Frequency (%)</b>	<b>21 (77,78%)</b>	<b>6 (22,22%)</b>
<b>Minor</b>	Sophomore	3	2
	Junior	6	7
	Senior	6	5
	<b>Frequency (%)</b>	<b>15 (51,72%)</b>	<b>14 (48,28%)</b>

### Student Experience

**Faculty and staff.** The general suggestion given by participants to improve students' experience is to develop extracurricular activities by organizing workshops or field trips and inviting guest speakers. One out of four (25%) staff members consider that the HRD program could be made more interactive and more attractive for students by inviting guest speakers, organizing field trips, job fairs and other activities. One out five (20%) faculty members believe organizing consulting or training workshops would be beneficial for students. One out five (20%) faculty members suggest exposing students to resources outside the university to help them develop individually. One out five (20%) faculty members encourages students to participate in social/leadership activities.

**Alumni and professionals.** Last but not least, six out of six alumni (100%) see appropriate to create a partnership with a Moroccan HR professionals association and organize seminars in cities other than Ifrane to motivate students to join and collaborate. It would be also interesting to develop activities about creativity, adaptability, open-mindedness, entrepreneurship. In a nutshell, creating connections with peers from other programs could help students gain some of those qualities along the way.

**Students.** Regarding this part, 19% of the students insist on organizing workshops, and 9.5% of them consider consulting a good experience because it provides students with an opportunity to apply what they learn in real contexts and situations. A percentage of 3.1% requests the reactivation of the HRD club and provide more HRD related activities, and another 3.1% suggested inviting guest speakers from the HRD field to share their experiences.

## **Discussion**

### **Strengths**

There are a number of strengths in the AUI HRD program. First, one of the most cited strengths is the fact that the HRD program is unique in Morocco. The AUI HRD program is the only one existing in Morocco and perhaps in Africa and Middle East at the bachelor's level. The program is No.1 in the region by default, although it needs to compete globally.

Second, the HRD program benefits of highly competent faculty HRD professors have prior meaningful experience and good references in the HRD field. They use a wide variety of instructional methods for their courses depending on the needs and the learning objectives targeted. International professors contribute to enriching students' knowledge by bringing different cultural backgrounds to the classroom. Students also value the fact that the professors use a variety of teaching styles and technological tools. The small sizes of the classroom allow for even richer discussions and better professor supervision.

Third, HRD courses allow students to develop their interpersonal skills. Through the different instructional methods used in courses – essentially through teamwork, HRD students widely manage to develop their skills related to communication, leadership, and interpersonal relationships, which are critical in the workplace.

Fourth, HRD classes cover the course contents but they expand to a variety of other HRD branches which allow the student to develop its skills in a rich environment. They affirm that the program develops these valuable soft skills and prepares them for the job market. Students value the rich and diversified content of courses. Students have reported that they used the concepts they learnt in class in their internship reports.

Finally, the HRD Program and the OIP deployed significant efforts to develop valuable partnerships. In fact, Georges Washington University and Al Akhawayn University formed a collaborative program for exchange as well as a master degree program. This opportunity will facilitate HRD students' choice of opting for an exchange program or when planning for a master degree.

### **Challenges**

When it comes to the challenges, HRD student majors elected the fact that the program has few faculty (16.67%), the gap between theory and practice (12.96%), in addition to the lack of diversified courses (11.11%), and the repetitive content (9.96%). While minor students stated the following as the major challenges of the program; the gap between theory and practice (22.58%), too much content to cover (12.90%), lack of diversified courses and Moroccan contextualization (9.68%), and repetitive content (6.45%).

From overall data including the student survey, eight main challenges emerged from this study. First, one of the main complains of students was about the instructional approaches. The excessive use of lecturing methods and the lack of practical applications make the students subject to boredom and losing interest in classes. Many HRD courses focus mainly on the theoretical part than the practical one, which does neither seem to satisfy students' needs nor the job market demand. According to a SBA management professor, "AUI students are very knowledgeable about the theoretical side of HRD, but with no practice at all. I believe this is the main aspect AUI should develop in the HRD program: the practical side of HRD."

Second, the HRD program is facing is the lack of promotion; in fact, many of the students interviewed have mentioned that they only joined the HRD program because they heard it from a friend or a sibling, and actually many were even not aware that Al Akhawayn University has a bachelor program specialized in the Human Resources field.

Third, the HRD course offering is low both in number and availability. In fact, there is not a large choice in course offering. Moreover, some courses are not available each semester but only once a year. Therefore, this may delay the graduation of students and restrict them in terms of choice. This is due to the fact that the HRD program has only three professors. This scarcity of resources prevents the school from offering varied HRD courses. The root cause of this is a low enrollment in the HRD program.

Fourth, the lack of Moroccan contextualization and the lack of emphasis on the legal dimension and the HRM dimension overall are a challenge. As a matter of fact, the interviewees brought an information about how our alumni end up working for HRM and not HRD. So, not having classes on HRM (payroll, labor law, recruitment...) ended up being a disadvantage to them. In addition to that, they stressed on the importance of translating key content to French as the professional language in the Moroccan context was definitely. So the KSAs acquired were not sufficient to get familiar with the working context. Also job offerings are heavily loaded in the HRM rather than the HRD.

Fifth, the HRD field is still not well developed and received in Morocco. Therefore, students face with a difficulty finding career opportunities in this field after their graduation. The interviewed groups also brought the fact that there is a lack of work experience due to the absence of relationship between AUI HRD program and job market, this makes it difficult for students to sell themselves through what they learned as HRD students given other people's backgrounds.



Sixth, the number of compulsory internships students have to accomplish is not enough. Indeed, a unique eight-week internship is not considered a valuable experience by companies and is not of great help once in the workplace.

Lastly, the French language is not well mastered by AUI HRD students. This may seriously affect their success in the workplace because the principal language used in Moroccan organizations is French.

### **Future Directions**

Seven major solutions were suggested for the previous issues. First, professors should more focus their instructional approaches on the practical side of HRD. Projects should be based on real life situations as well as the Moroccan context. HRD instructional approach should not be based on lectures only, but also on action learning. Working on projects, assigning case studies and teamwork presentations would be some examples of action learning. Inviting guest speakers and organizing field trips should be considered to increase the chance for practical experience.

Second, the Program could offer more diversified courses in number as well as content. This could be done through close collaboration of all HRD faculty and staff as well as the enrollment department. Nevertheless, the lack of professors may be an obstacle in offering more courses and a diverse content.

Third, the SHSS or the Program should mandate multiple internships. Eventually, it should establish three different types of mandatory internships for the program, which are descriptive, analytical, and contributive even if it means delaying students' graduation. In order to increase students' marketability, AUI Career Services staff suggested for students to do more internships. She stated: "through internships they learn what it is to be in a company, cultures, they will be dealing with people. That would help them to know more about the Moroccan business environment, the cultural, social, and economic environments." The point being is that the Moroccan context has a specific way of doing things and the best way AUI students can adapt to the Moroccan market demands is through numerous internships. She also stresses that what is thought at AUI is more applicable at the international level or if students work in a multinational, which is not always the case.

Fourth, to increase the low enrollment in the program, the HRD faculty and staff should develop a targeted and deeply-studied marketing strategy.

Fifth, the HRD Program should utilize the recently reactivated HRD Club (the HRD Consulting Group). It is a great opportunity where students can gain new skills and competencies, and they can apply the concepts they learned in their HRD classes.

Sixth, to strengthen internal communication, the SHSS should offer more extracurricular activities. In order to prove the importance of HRD program and promote it inside or outside the university, we need to communicate what this program is about and what are its added values for a student.

Seventh, to develop external communication, the SHSS should build relationships with companies and early promotion of the program in high schools. Also creating partnerships with Moroccan or multinational companies can prepare them for the job market is desirable. We can also organize field trips for HRD students to get closer to the concepts they cover in their classes in real life situations

Finally, the Program should consider offering more HRD classes instead of some others that are related to Business Administration school such as Microeconomics and Macroeconomics as it was suggested by a student in the surveys.

### **Recommendations**

#### **Short Term: Six Months**

- Emphasize the practical side of HRD courses through extracurricular activities: work on Moroccan case studies and invite guest speakers or organize field trips to get more practical experience. However, getting Moroccan case studies could be problematic because Moroccan companies are not comfortable sharing their data and situation. Modifying the instructional approaches to emphasize the practical side of HRD will pose no problem for students since students have already proved being flexible in cases where the instructional approach was changed. Such a process can take no longer than six months, especially thanks to the competent faculty and knowing that there already is a practical side in HRD courses. It just needs to be further developed.
- Offer more diversified courses in number as well as content: this could be done through close collaboration of all HRD faculty and staff as well as the enrollment department. Nevertheless, the lack of resources may be an obstacle in offering more courses and a diverse content. Moreover, given the fact that the university increases the number of the students it accepts each semester, it will be more difficult to satisfy the demand of the growing number of students concerning the number of course sections offered. This also should take no more than six months to diversify the course offering and allocate time slots for HRD courses to be available each semester.
- Train international faculty on how to accommodate to the Moroccan culture and context and deal with Moroccan students.

- The school should search for institutions abroad that offer the same program and try to establish partnerships. The main purpose of these partnerships should be to send students for exchange semesters. The HRD students should be able to take HRD courses and benefit from other schools' expertise on the subject. Also these partnerships will allow the school to receive international students and bring more diversity to the classes it teaches here at AUI. This will also allow the school to be more open to international opportunities, receive guest speakers, and send students to international conferences to represent Morocco and advertise the school.
- We also recommend that the SHSS school sends students ambassadors or peer advisor to the university forums and talk about the program to prospect students

#### **Mid Term: Six months to Three Years**

- Mandate multiple internships: the SHSS should mandate multiple internships for the HRD program. Nonetheless, introducing two additional mandatory internships may delay students' graduation. Therefore, the HRD faculty and staff should decide wisely about the time each internship will take, in which year it will be performed, and whether it will include homework or not. Deciding about the time and content of the different internships should take six months to one year.
- Establish three different types of mandatory internships: the HRD program should incorporate three distinct internships: descriptive, analytical, and contributive. The first internship will be observational or descriptive and should take place in the second year. It may last two weeks and includes no homework. The second internship will be analytical and should take place the third year. It may last one month and includes homework. The last internship will be contributive and should take place in the last year. It may last two months and includes homework.
- Improve the marketing strategies: HRD faculty and staff should conjointly develop a targeted marketing strategy that will also aim to correct the misconceptions students have about HRD. This could be done by creating an advising center, developing and publicizing HRD-related extracurricular activities, and maintaining an early and intensive promotion of the HRD program that would start in high school. Establishing a well-constructed marketing strategy should take one year to two years depending on the number of parameters to be taken into account. However, the marketing strategy should be updated if necessary.
- Another recommendation would be providing the translation of some key terms and concepts in French. Since the workplace in Morocco mainly uses the French language, it

is necessary for HRD students to know the terminology used in the Moroccan workplace. Having an additional resource in French open to all students will be extremely beneficial for the professional future of students.

- The Program should also work on developing the use of technology in its classes. Upgrading the use of technology in the classes will add convenience and richness to the program. Organizing on-line courses and conferences with professors abroad for example can be extremely beneficial. Even adding 1 or 2 credits optional on-line courses can set the school of SHSS ahead from other schools and universities in Morocco when it comes to technology use and advancement.
- The Program should build relationships with Moroccan institutions and companies. Having this links will allow the HRD program representants to always stay in contact with the Moroccan workplace and take their needs and recommendations into consideration. Having professionals' input will be beneficial for students and increase the notoriety of the program by providing graduates who have the needed skills and competencies. Professionals and alumni should also be involved in the development of the HRD program by organizing events where they can share their experience with current students and give them valuable advice.

#### **Long Term: More than Three Years**

- Promote the program internally through extracurricular activities: make extracurricular activities interactive and appealing for students by organizing field trips and inviting guest speaker. HRD faculty and staff should also be overt to students' propositions. Developing HRD-related extracurricular activities is a constant process that takes place in the long run.
- Promote the program externally through building relationships with companies and early promotion of the program in high schools: the HRD faculty and staff should seek to develop strong relationships with companies to first be able to organize activities conjointly with those institutions and have internship contacts for Al Akhawayn HRD students and second to organize student-led seminars in those companies to increase the awareness about the importance of HRD. On the other hand, the promotion of the HRD program should start early in high schools by sending Al Akhawayn students themselves as ambassadors to explain the content and increase the popularity of the HRD program. These two processes have no ending point and are also taking place in the long run.
- To have a stronger presence in the international sphere it is important for the program to build long term relationships and partnerships with international organizations and

universities. The HRD program could also profit from its international partnerships with universities worldwide to organize competitions and conferences.

- To attract more students, the HRD program can work in collaboration with the SBA to offer the program as one of their majors. The HRD program could be offered both as a separate major under the SHSS as it could be offered as a concentration under the SBA. This will increase the number of students enrolling in the HRD program and will eventually allow the SHSS to provide more courses.

### **Implications of the Study**

The findings of this study may be principally used in adapting a common notion used in education called “quality assurance.” It refers to concepts and various practices including the obligation of accountability, monitoring and evaluation, courses continuous improvement, international recognition, classification or benchmarking, and the allocation of resources. Quality assurance for HRD at Al Akhawayn University is materialized by the establishment of efficient internal and external evaluation systems including the identification of the HRD program objectives and the adequacy of resources used to achieve them. The assessment standards cover all activities – HRD courses, HRD program, research, governance – of Al Akhawayn. Consequently, Al Akhawayn and more precisely the SHSS and the HRD faculty and staff may use the results of this study as basis for establishing a strong quality assurance plan to improve the HRD program.

This study provides a quantitative and qualitative analysis that will help the SHSS better understand the strengths, challenges, and future directions of its HRD program. This HRD program needs assessment analysis aims to improve the HRD program by responding to the needs of the different parties. Indeed, understanding the strengths and challenges of the program is the first step to improve the HRD program. This report provides the laying ground to start the ambitious project of making the program recognized in the region as well as internationally.

### **Strengths and Limitations of the Study**

The major strength of this study is that it succeeded to shed light on the main reasons that hinder the efficiency of the HRD program. As a matter of fact, this study did not take into account the ideas and concerns of students, but it took into account the main stakeholders. Faculty, staff, professionals, and alumni were all involved in this study and contributed to rich and diversified results. For instance, regarding the low enrollment in the program many interviewees reported similar issues such as the students’ belief that the HRD field yields no jobs, the negative reputation the Humanities and Social Sciences discipline has in Morocco, and the lack of knowledge about the content of the HRD program. Most challenges raised by

participants were correct and relevant. Similarly, interviewees also proposed very creative solutions such as using co-teaching instead of moving HRD from SHSS to SBA.

The first recurrent issue reported by all participants and related to the data collection tools is the recurrence of similar questions. For almost all interviews, participants omitted some questions because they were repetitive. The problem is that the response of one question could be covered by the answer given to a broader question previously stated. For example, in a staff member interview the two following questions were asked: “What are some typical complaints you receive from students who are majoring or minoring in HRD?” and “What are the main problems faced while dealing with the HRD program? What should be done to adjust those gaps?” In this case, the first question could be included in the second one. Indeed, the interviewee will respond based on the most predominant concerns she regularly hears of in discussions with students and faculty as well as her own concerns.

On the other hand, there are a number of drawbacks that hinder the reliability of the data collected from participants. In some cases, the responses are biased. For example, a faculty member declared that “Students especially at the senior level are very interested in their classes.” Yet, what is often said is that students enroll or switch to HRD because it is easier than SBA. Most students who switch to HRD are SBA students. Therefore, students may be studying HRD not by interest but for practicality and easiness. In fact, there some students who are honestly interested in the field, but most of them do it by default. Another drawback to the study that affects its reliability is the contradictory and inconsistent responses that are found either in the same interview responses or in separate interviews. For example regarding the low enrollment in the program, one faculty members mentions that there is a “low effort by the university to market the program” while a staff member replies that “we do campaigns, we talk about our difference.” Lastly, there is one specific point to address concerning the response of an interviewee. When asked about the low enrollment rate in the program, a faculty member affirms that the “enrollment in the program is getting higher through the years.” However, behind this contradictory evidence there is a simple explanation: the university increases the number of students it accepts each semester – the total number of students went from about 1800 in the Fall 2013 to more than 2000 in the Spring 2014 – therefore, it is logical that the number of students enrolled in the HRD program increases proportionally to the number of students accepted by the university. It is nevertheless true that the gap between the numbers of enrolled students in the HRD program compared to other programs remains unchanged.



**CONSENT FORM: An Interview with the VPAA on the Needs Assessment of the Human Resources Development Program at AUI**

Dear VPAA,

This needs assessment is part of a class project, conducted by HRD 4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from the VPAA who is the main agent behind the implementation of all programs at AUI at the University level.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

\_\_\_\_\_  
Participant Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor



**Human Resources Development Program Needs Assessment**  
**Interview Guide for the VPAA**

Participant #: \_\_\_\_\_

Job Title: \_\_\_\_\_

Year in which joined AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

***Questions:***

1. What do you think in general of the current HRD program at AUI?
2. Can you enumerate some strong features in this program that distinguish it from other national/ international HRD programs?
3. What are the challenges of the program?
4. Do you think that the courses offered within the program provide the students with necessary knowledge and skills? If so, in what way? If not, why?
5. How effective are the instructional approaches used in the HRD program?
6. If you know of any, what are some challenges that HRD students face when seeking job opportunities?
7. What complaints have you received from faculty, staff, and students about the program? Please include the time when you were the Dean of SHSS.
8. What do you think the main reasons behind the low enrollment rate for the HRD program? How can we attract more applicants to the HRD program?

9. How can the SHSS and/or the HRD program strengthen the program to meet the international standards as well as students' needs?
10. How would the internal and external communication strategies of the University help in enriching the HRD program?
11. Some students and faculty raised the need to mandate multiple internships before graduation. What are your thoughts about it?
12. Some people have raised a point that the HRD program would fit better under SBA rather than SHSS, given the management oriented classes taught. What are your thoughts about this?
13. If you can think of a long-term vision for the HRD program, could you please share it with us?
14. What additional suggestions or comments do you have for the HRD program?



**CONSENT FORM: An Interview with SHSS Undergraduate Coordinator on the Needs Assessment of the Human Resources Development Program at AUI**

Dear SHSS Undergraduate Coordinator:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from the SHSS Coordinator who is the main agent behind the setting and the implementation of the HRD program.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

\_\_\_\_\_  
Participant Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

**Human Resources Development Program Needs Assessment**  
**Interview Guide for SHSS Undergraduate Coordinator**

Participant #: \_\_\_\_\_

Job Title: \_\_\_\_\_

Year in which joined AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting international standards

***Questions:***

1. What do you think the main reasons behind the low enrollment rate for the HRD program? How can we attract more applicants to the HRD program?
2. What do you think about the efforts done to market the HRD program?
3. What do you think about the structure of the HRD program sheet in terms of number of HRD courses offered?
4. What do you think about the number of HRD professors in the HRD program (which is 3 professors)?
5. Some people have raised a point that the HRD program would fit better under SBA rather than SHSS, given the management oriented classes taught. What are your thoughts about this?
6. As a professor of Communication studies, can you compare and contrast between the HRD and Communication programs?
7. In your opinion, what are the major challenges and strengths of the HRD program?
8. How can we address the challenges that you mentioned?
9. Some students and faculty raised the need to mandate multiple internships before graduation. What are your thoughts about it?
10. What are some of your challenges as Undergraduate Coordinator that you face when scheduling HRD courses?

11. What complaints do you receive from faculty, staff, and students about the program?

12. Do you have any other suggestions or comments?



**CONSENT FORM: An Interview with SHSS Program Manager on the Needs Assessment of the Human Resources Development Program at AUI**

Dear SHSS Program Manager:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from the program manager who is one of the main agent behind the execution of the HRD program administrative tasks.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

---

Participant Printed Name

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Date

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Signature

We sincerely thank you for your willingness to participate in this project.

With Gratitude,

HRD4302 Students and Instructor



**Human Resources Development Program Needs Assessment**  
**Interview Guide for the SHSS Program Manager**

Participant #: \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Year in which joined AUI: \_\_\_\_\_  
Date: \_\_\_\_\_  
Interview Starting Time: \_\_\_\_\_  
Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

***Questions:***

1. What are some unique aspects of the HRD program compared to other programs in SHSS?
2. What works well and/or does not work so well in the HRD program compared to other programs in SHSS?
3. How many students typically enter and graduate from the HRD program each year?
4. What are some typical complaints you receive from students who are majoring or minoring in HRD?
5. What are the main problems faced while dealing with the HRD program? What should be done to adjust those gaps?
6. What is your role in the process of promoting the HRD program within AUI and beyond?
7. What do you think are main reasons behind the low enrollment rate for the HRD program? How can we attract more applicants to the HRD program?
8. Based on your interactions with students and professors, what suggestions do you have to enhance student experiences (e.g., new HRD courses, extracurricular activities, etc.)?
9. What supports from SHSS or the University does the HRD program need in order to improve the program?
10. What has been done to facilitate HRD students' exchange opportunities? What should be done to make it better?
11. Do you have any other comments or suggestions for the HRD program?





**CONSENT FORM: An Interview with the Dean of the SHSS on the Needs Assessment of the Human Resources Development Program at AUI**

Dear Dean of the SHSS,

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from the dean who is one of the main agents behind the setting and the implementation of the HRD program.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

\_\_\_\_\_  
Participant Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

**Human Resources Development Program Needs Assessment**  
**Interview Guide for the Dean of the SHSS**

Participant #: \_\_\_\_\_

Job Title: \_\_\_\_\_

Year in which joined AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

***Questions:***

1. What do you think in general of the current HRD program at AUI?
2. Can you enumerate some strong features in this program that distinguish it from other national/ international HRD programs?
3. What are the weaknesses of the program?
4. Do you think that the courses offered within the program provide the students with necessary knowledge and skills? If so, in what way? If not, why?
5. How effective are the instructional approaches used by HRD professors?
6. What are some challenges that HRD students face when seeking job opportunities?
7. What complaints do you receive from faculty, staff, and students about the program?
8. What do you think the main reasons behind the low enrollment rate for the HRD program? How can we attract more applicants to the HRD program?
9. What changes have been made to the HRD program in the past several years?
10. What are your short-term and long-term visions for the HRD program?

11. How these improvements will help strengthen the program?
12. How would the internal and external communication strategies of the SHSS help in enriching the HRD program?
13. How would you highlight the semester-by-semester improvement of the program?
14. Some students and faculty raised the need to mandate multiple internships before graduation. What are your thoughts about it?
15. Do you have any other comments or suggestions?



**CONSENT FORM: An Interview with Career Services Manager on the Needs Assessment of the Human Resources Development Program at AUI**

Dear Career Services Manager:

This needs assessment is part of a class project, conducted by HRD 4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from the Career Services Manager.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@aui.ma](mailto:hj.yoon@aui.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

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Participant Printed Name

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Date

Signature

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We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor



**Human Resources Development Program Needs Assessment**  
**Interview Guide for Career Services Manager**

Participant #: \_\_\_\_\_

Year in which joined AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, internship, student experience, and meeting job expectations.

***Questions:***

1. What do you normally do to help HRD students in their preparation for their careers?
2. What is the employment rate of HRD students, if you have the statistics? What kind of positions do they fill?
3. How many of the HRD related job offerings are posted here at AUI?
4. To what extent are HRD students ready for the job market?
5. Could you share some success examples of HRD students with regard to job seeking?
6. What challenges do HRD students face when seeking a job?
7. How can HRD students become more competitive in the job market?
8. How many HRD students participate in career development activities offered by Career Services?
9. In your opinion, what are some strengths and challenges of the HRD program at AUI?
10. If something has to change within the HRD program what do you propose?
11. Do you have any other suggestions or comments for the HRD program?

**IMPLIED CONSENT FORM: A Survey for Students Majoring/Minoring in HRD on the Needs Assessment of the HRD Program at Al Akhawayn University in Ifrane**

Dear Students:

This needs assessment is part of a class project, conducted by HRD 4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

**Confidentiality:**

Your answers will remain strictly confidential and anonymous. Furthermore, we will make sure that only authorized investigators have access to the information provided. The questionnaires, once filled, will be collected manually from participants and used for data analysis purposes only. Once data collected, the surveys will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463.

**Consent:**

You agree to participate in the research voluntarily and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being taking the survey anytime.

By answering questions in the following pages, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to use the answers you will provide us with.

We sincerely thank you for your willingness to participate in this project.

With Gratitude,

HRD4302 Students and Instructor

**Human Resources Development Program Assessment**  
**Questionnaire for Students Majoring/Minorng in HRD**

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this questionnaire is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

***Questions:***

**Please answer the following questions as accurately as possible. Your answers will be important to the improvement of AUI's HRD Program:**

1. What is your major?

- i. HRD
- ii. Other than HRD

2. What is your major if you answered (ii) for Question 1?

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3. What is your minor if you answered (i) for Question 1?

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4. What is your academic standing?

- i. Freshman
- ii. Sophomore
- iii. Junior
- iv. Senior

5. Why did you choose the HRD program for your major or minor?

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6. How did you get to know about the HRD program?

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7. From a scale from 0 (worst) to 10 (best) to what extent are you satisfied with the HRD program? \_\_\_\_

8. What do you think are the strengths and challenges of the HRD program?

Strengths	Challenges

9. What do you think are the reasons behind those challenges?

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10. What can you propose to solve some of the challenges that you mentioned?

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11. What HRD courses did you like most, and why?

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12. What HRD courses did you like least, and why?

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13. What do you think are the most valuable knowledge and skills you have acquired through HRD classes?

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14. What instructional approaches have been effective to you? (choose multiple that apply)

- i. case studies
- ii. lecture
- iii. action learning (project-based learning)
- iv. class discussion
- v. reflection
- vi. student presentation
- vii. role play
- viii. other (please specify: \_\_\_\_\_)

15. What is your opinion regarding the workload for HRD classes?

- i. Heavy
- ii. Adequate
- iii. Low

16. Have you ever had any kind of study abroad opportunity before?

- i. Yes
- ii. No

17. If you answered “yes” to Q16, what was the institution and what HR/HRD related courses have you taken?

Institution	HR/HRD Related Courses

18. What is your current preference as for your future plan after graduation?

- i. pursue a master’s degree related to the HRD field
- ii. pursue a master’s degree in a non-HRD field
- iii. pursue a career in the HRD field
- iv. pursue a career in the HRM field
- v. pursue a career in non-HR related field

19. If you have the power to change the HRD program, what are three things that you would add/remove?

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20. What efforts have you made so far to better position yourself as a future HRD professional?

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21. Would you recommend other students to major or minor in HRD?

i. Yes

WHY? \_\_\_\_\_

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ii. No

WHY? \_\_\_\_\_

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22. As a student minoring in HRD, do you think that you can fulfill the requirements for an HRD position? Why?

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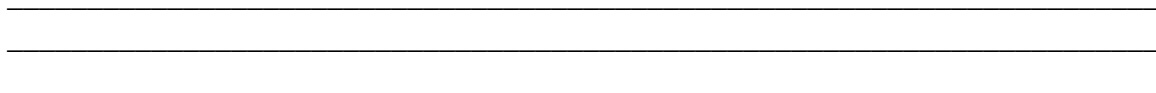
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23. Would you agree to have an additional mandatory internship in the HRD field, in addition to the required one?

i. Yes

ii. No

24. What additional suggestions or comments do you have for the HRD program?





**CONSENT FORM: A Focus Group Interview with HRD Sophomore Students on the  
Needs Assessment of the HRD Program at Al Akhawayn University in Ifrane**

Dear Student:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this focus group interview is to understand the experiences and challenges of sophomore students who are new to the HRD program.

**Procedures:**

Please read and sign this consent form. This focus group interview will not exceed 60 minutes. During the session, we will discuss different topics related to the HRD program such as course offerings, the strengths and challenges of the program, your experience as a student, etc. At the end of the interview, a facilitator will summarize the discussion and share them with you in order to insure the accuracy of data.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The two interviewers will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.



**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

---

Participant Printed Name

---

Date

Signature

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We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

**Human Resources Development Program Needs Assessment**  
**Focus Group Interview Guide for HRD Sophomore Students**

Number of Participants: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

**Introduction:**

Good evening and welcome to our meeting. Thanks for taking the time to join us to talk about the HRD program at Al Akhawayn University. The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. You are invited to take part in this focus group interview about the HRD program at AUI since you are identified as one of key stakeholder groups for this project.

We will ask you a number of questions, and keep in mind that there are no right or wrong answers. Please don't hesitate to share your perspective, regardless of the fact that it varies from what others have said. Remember that we are interested in negative remarks as well as positive remarks. As mentioned in the consent form, we are actually recording the session in order not to lose any of your remarks. I might call your names today, but be sure that we won't mention any names in our reports.

***Questions:***

1. What made you to choose the HRD program?
2. How did you know about the program?
3. Was the HRD major your first choice at AUI? If no, why did you switch to the HRD major?
4. Given your experiences so far, do you think that you made a right choice? Please explain.
5. How do you feel about the HRD program in general?
6. Have you interacted with any of senior HRD students, HRD faculty members, or SHSS staff? If so, what support have you received from them?
7. What challenges have you faced regarding your directions as HRD students?

8. What information or guidance do you need with regard to your major?
9. What do you think about the availability of HRD classes?
10. What kind of experiences do you expect to gain as an HRD student during the course of your experience at AUI?
11. An HRD club (the HRD Consulting Group) will be effective in Spring 2015. Would you be interested in joining the club?
12. Do you have any suggestions or comments for the HRD program?



**CONSENT FORM: An Interview with HRD Faculty on the Needs Assessment of the Human Resource Development Program at Al Akhawayn University in Ifrane**

Dear Faculty:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from faculty who are the main agents behind the setting and the implementation of the HRD program.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntarily and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

---

Participant Printed Name

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Date

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Signature

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

**Human Resources Development Program Needs Assessment**  
**Interview Guide for HRD Faculty**

Participant #: \_\_\_\_\_

Year in which joined AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

***Questions:***

1. How would you compare and contrast between our HRD program and HRD programs overseas?
2. What do you think are the strongest aspects of the HRD program? How about key challenges of the program?
3. Would it be necessary for you to relate instructional content to Moroccan context? If yes, how can HRD courses be more relevant to the Moroccan context? If no, why?
4. What are instructional methods you usually use for your class teaching (lecture, case study, discussion, etc.)? What was (were) the most effective one(s)?
5. How can HRD professors improve students' retention of knowledge and skills gained from HRD classes?
6. Can you list some of the major problems or challenges you have faced once you started teaching at AUI and as an HRD professor? (Course offerings, instructional approach, student experience, etc.)
7. What should be done to position our HRD program as one of premier HRD programs internationally?
8. If you were to put in parallel our HRD program and how the HRD field is developing, do you foresee our progress as on the right track? Can you justify your answer?

9. Out of all what HRD students learn throughout the 4 years, what do you believe are some of the most useful KSAs or experiences they gain or need to gain? Why?
10. What do you think are main reasons behind the low enrollment rate for the HRD program? How can we attract more applicants to the HRD program?
11. What has been done to facilitate HRD students' exchange opportunities? What should be done to make it better?
12. What are some challenges that HRD students face when seeking job opportunities?
13. Some students and faculty raised the need to mandate multiple internships before graduation. What are your thoughts about it?
14. How can students experience be enriched for HRD major or minor students to be ready to become HRD professionals?
15. The following is a list of courses offered in the HRD program. What would you add to or remove from it?

- Introduction to Human Resource Development
- Business Environment and Ethics for HRD or Ethics for Professional contexts
- Human Capital Management (includes 2 hours a week dedicated for Moroccan law labor)
- Training and Development
- Introduction to Psychology
- Social/Organizational Psychology
- Strategic HRD
- Leadership and Management Development
- Consulting for HRD
- Human Resource Development in Public Administration
- Special Topics in Human Resource Development
- Needs Assessment and Organizational Effectiveness
- Organizational Development and Change
- Career Management and Development
- Global HRD

16. Some believe that the HRD program should be under the SBA, not SHSS. What is your thought about it?
17. Do you have any other comments or suggestions?







**CONSENT FORM: An Interview with an HRD Peer Advisor on the Needs Assessment of the Human Resources Development Program at AUI**

Dear Peer Advisor:

This needs assessment is part of a class project, conducted by HRD 4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from the HRD Peer Advisor;

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD 4302 Instructor, on the following email address: [hj.yoon@aui.ma](mailto:hj.yoon@aui.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

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Participant Printed Name

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Date

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Signature

We sincerely thank you for your willingness to participate in this project.

With Gratitude,

HRD4302 Students and Instructor

## Human Resources Development Program Needs Assessment

### Interview Guide for the HRD Student Peer Advisor

Participant #: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations.

#### *Questions:*

1. What made you to choose HRD as a major?
2. As an HRD student, are you satisfied with the HRD program at AUI? If so, what made you to be satisfied? If not, why?
3. As a peer advisor, what are some frequent questions that you are asked when advising fellow HRD students?
4. What are some major challenges that students face when choosing their HRD courses?
5. What do you think the main reasons behind the low enrollment rate for the HRD program? How can we attract more applicants to the HRD program?
6. Some people have raised a point that the HRD program would fit better under SBA rather than SHSS, given the management oriented classes taught. What are your thoughts about this?
7. To what extent the HRD courses available at AUI are helpful when exposed to the workplace?

8. Could you share us your opinion about HRD faculty members' instructional approach? Do not state any names of the professors.
9. What are major strengths and challenges of the HRD program in terms of course offerings?
10. What do HRD major or minor students don't like about the HRD program?
11. Do you think that there are some overlaps in terms of classes?
12. Since it is your last semester, do you feel that the HRD program in AUI is efficient? Please explain.
13. Personally, what are your five greatest experiences in the HRD program?
14. What should be changed to improve the HRD program?
15. What additional comments or suggestions do you have?



**CONSENT FORM: An Interview with the HRD Program Coordinator on the Needs Assessment of the HRD Program at Al Akhawayn University in Ifrane**

Dear HRD Program Coordinator:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from faculty who are the main agent behind the setting and the implementation of the HRD program.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

\_\_\_\_\_  
Participant Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

**Human Resources Development Program Needs Assessment**  
**Interview Guide for HRD Program Coordinator**

Participant #: \_\_\_\_\_

Year in which joined AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

***Questions:***

1. How would you compare and contrast between our HRD program and HRD programs overseas?
2. What do you think are the strongest aspects of the HRD program? How about key challenges of the program?
3. Would it be necessary for you to relate instructional content to Moroccan context? If yes, how can HRD courses be more relevant to the Moroccan context? If no, why?
4. What are instructional methods you usually use for your class teaching (lecture, case study, discussion, etc.)? What was (were) the most effective one(s)?
5. How can HRD professors improve students' retention of knowledge and skills gained from HRD classes?
6. Can you list some of the major problems or challenges you have faced once you started teaching at AUI and as an HRD professor? (Course offerings, instructional approach, student experience, etc.)
7. What should be done to position our HRD program as one of premier HRD programs internationally?
8. If you were to put in parallel our HRD program and how the HRD field is developing, do you foresee our progress as on the right track? Can you justify your answer?

9. Out of all what HRD students learn throughout the 4 years, what do you believe are some of the most useful KSAs or experiences they gain or need to gain? Why?
10. What do you think are main reasons behind the low enrollment rate for the HRD program? How can we attract more applicants to the HRD program?
11. What has been done to facilitate HRD students' exchange opportunities? What should be done to make it better?
12. What are some challenges that HRD students face when seeking job opportunities?
13. Some students and faculty raised the need to mandate multiple internships before graduation. What are your thoughts about it?
14. How can students experience be enriched for HRD major or minor students to be ready to become HRD professionals?
15. The following is a list of courses offered in the HRD program. What would you add to or remove from it?

- Introduction to Human Resource Development
- Business Environment and Ethics for HRD or Ethics for Professional contexts
- Human Capital Management (includes 2 hours a week dedicated for Moroccan law labor)
- Training and Development
- Introduction to Psychology
- Social/Organizational Psychology
- Strategic HRD
- Leadership and Management Development
- Consulting for HRD
- Human Resource Development in Public Administration
- Special Topics in Human Resource Development
- Needs Assessment and Organizational Effectiveness
- Organizational Development and Change
- Career Management and Development
- Global HRD

18. Some believe that the HRD program should be under the SBA, not SHSS. What is your thought about it?
19. What complaints do you receive from faculty, staff, and students about the program?



20. How would you highlight the semester-by-semester improvement of the program?
21. What are your short-term and long-term visions for the HRD program?
22. How would you strengthen the internal and external communication strategies of the HRD program?
23. Do you have any other comments or suggestions?



**CONSENT FORM: An Interview with HRD Alumni in the HRM field on the Needs  
Assessment of the HRD Program at Al Akhawayn University in Ifrane**

Dear AUI HRD Alumnus:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from faculty who are the main agents behind the setting and the implementation of the HRD program. HRD Alumni.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

\_\_\_\_\_  
Participant Printed Name

\_\_\_\_\_  
Date

Signature \_\_\_\_\_

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

**Human Resources Development Program Needs Assessment**  
**Interview Guide for Alumni in the HRM field**

Participant #: \_\_\_\_\_

Job Title: \_\_\_\_\_

Year in which entered AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

***Questions:***

1. Could you please state your graduation year from AUI? What was your minor?
2. What is your educational background after graduating from AUI?
3. What is your position title? For how long have you been occupying this position? Could you tell me about your main duties?
4. How difficult or easy was for you to get a job after graduating from AUI? What kind of problems have you faced in terms of meeting the job requirements and matching profiles?
5. How useful was your experience throughout your AUI academic life for your career? Can you specify/ give examples?
6. What are the areas that you feel you had to develop more during your undergraduate studies as an HRD student?
7. What made you to work in the HRM field compared to HRD?
8. As a previous undergraduate HRD student, what do you think are the main reasons behind the low enrollment rate at the HRD program?

9. In your opinion, what are the main challenges and strengths of the HRD program? If it needs a major change or an improvement, what would that be?
10. Throughout your undergraduate studies, were you given the opportunity to study abroad? If yes in what ways was it useful?
11. Some students and faculty raised the need to mandate multiple internships before graduation. What are your thoughts about it?
12. What do you think about course offerings in the HRD program at AUI? Do you think that we should add some specific classes related to HRM? (Please consider that the AUI's program is about HRD.)
13. What additional preparations were needed to successfully perform as an HRM professional?
14. Was the KSAs you acquired from the HRD program at AUI sufficient for you to meet the requirements at work? If yes, in what ways? If not, please explain why.
15. Have you worked abroad? What preparation is needed for our HRD students to work in an international environment?
16. What are the most common qualities you look for when hiring an HR professional?  
Enumerate 5 qualities:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
17. What would you say about the evolution of the needs in the HR field in Morocco?

18. The following is a list of courses offered in an HR program. What would you add to or remove from it?

- Introduction to Human Resource Development
- Business Environment and Ethics for HRD or Ethics for Professional contexts
- Human Capital Management (includes 2 hours a week dedicated for Moroccan law labor)
- Training and Development
- Introduction to Psychology
- Social/Organizational Psychology
- Strategic HRD
- Leadership and Management Development
- Consulting for HRD
- Human Resource Development in Public Administration
- Special Topics in Human Resource Development
- Needs Assessment and Organizational Effectiveness
- Organizational Development and Change
- Career Management and Development
- Global HRD

19. Do you have any other comments or suggestions regarding the HRD program at AUI?



**CONSENT FORM: An Interview with HRD Alumni working in the HRD field on the Needs Assessment of the Human Resource Development Program at AUI**

Dear AUI HRD Alumnus:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from HRD Alumni.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@aui.ma](mailto:hj.yoon@aui.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

---

Participant Printed Name

---

Date

Signature

---

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor



**Human Resources Development Program Needs Assessment**  
**Interview Guide for Alumni in the HRD field**

Participant #: \_\_\_\_\_

Job Title: \_\_\_\_\_

Year in which entered AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

***Questions:***

1. Could you please state your graduation year from AUI? What was your minor?
2. What is your educational background after graduating from AUI?
3. What is your position title? For how long have you been occupying this position? Could you tell me about your main duties?
4. How difficult or easy was for you to get a job after graduating from AUI? What kind of problems have you faced in terms of meeting the job requirements and matching profiles?
5. How useful was your experience throughout your AUI academic life for your career? Can you specify/ give examples?
6. What are the areas that you feel you had to develop more during your undergraduate studies as an HRD student?
7. What made you to work in the HRD field compared to HRM?

8. As a previous undergraduate HRD student, what do you think are the main reasons behind the low enrollment rate at the HRD program?
9. In your opinion, what are the main challenges and strengths of the HRD program? If it needs a major change or an improvement, what would that be?
10. Throughout your undergraduate studies, were you given the opportunity to study abroad? If yes in what ways was it useful?
11. Some students and faculty raised the need to mandate multiple internships before graduation. What are your thoughts about it?
12. What do you think about course offerings in the HRD program at AUI? Do you think that we should add some specific classes?
13. What additional preparations were needed to successfully perform as an HRD professional?
14. Was the KSAs you acquired from the HRD program at AUI sufficient for you to meet the requirements at work? If yes, in what ways? If not, please explain why.
15. Have you worked abroad? What preparation is needed for our HRD students to work in an international environment?
16. What are the most common qualities you look for when hiring an HRD professional?  
Enumerate 5 qualities:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
17. What would you say about the evolution of the needs in the HRD field in Morocco?

18. The following is a list of courses offered in the HRD program. What would you add to or remove from it?

- Introduction to Human Resource Development
- Business Environment and Ethics for HRD or Ethics for Professional contexts
- Human Capital Management (includes 2 hours a week dedicated for Moroccan law labor)
- Training and Development
- Introduction to Psychology
- Social/Organizational Psychology
- Strategic HRD
- Leadership and Management Development
- Consulting for HRD
- Human Resource Development in Public Administration
- Special Topics in Human Resource Development
- Needs Assessment and Organizational Effectiveness
- Organizational Development and Change
- Career Management and Development
- Global HRD

19. Do you have any other comments or suggestions regarding the HRD program at AUI?



**CONSENT FORM: Interview protocol for Alumni working in the consulting field on the  
Needs Assessment of the HRD Program at AUI**

Dear Alumnus:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this questionnaire is to gain valuable information from HRD alumni who are consultants.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@aui.ma](mailto:hj.yoon@aui.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

---

Participant Printed Name

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Date

---

Signature

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

## **Human Resources Development Program Needs Assessment**

### **Interview Guide for HRD Alumni in the Consulting Field**

Participant #: \_\_\_\_\_

Job Title: \_\_\_\_\_

Year in which entered AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

#### ***Questions:***

1. Could you please state your graduation year from AUI? What was your minor?
2. What is your educational background after graduating from AUI?
3. What is your position title? For how long have you been occupying this position? Could you tell me about your main duties?
4. How difficult or easy was for you to get a job after graduating from AUI? What kind of problems have you faced in terms of meeting the job requirements and matching profiles?
5. How useful was your experience throughout your AUI academic life for your career? Can you specify/ give examples?
6. What made you to work in the consulting field?

7. As a previous undergraduate HRD student, what do you think are the main reasons behind the low enrollment rate at the HRD program?
8. In your opinion, what are the main challenges and strengths of the HRD program? If it needs a major change or an improvement, what would that be?
9. Throughout your undergraduate studies, were you given the opportunity to study abroad? If yes in what ways was it useful?
10. Some students and faculty raised the need to mandate multiple internships before graduation. What are your thoughts about it?
11. What do you think about courses offering in the HRD program at AUI? Do you think that we should add some specific classes related to consulting? (Please consider that the AUI's program is about HRD.)
12. What additional preparations were needed to successfully perform as a consultant?
13. Was the KSAs you acquired from the HRD program at AUI sufficient for you to meet the requirements at work? If yes, in what ways? If not, please explain why?
14. Have you worked abroad? What preparation is needed for our HRD students to work in an international environment?
15. The following is a list of courses offered in an HR program. What would you add to or remove from it?

- Introduction to Human Resource Development
- Business Environment and Ethics for HRD or Ethics for Professional contexts
- Human Capital Management (includes 2 hours a week dedicated for Moroccan law labor)
- Training and Development
- Introduction to Psychology
- Social/Organizational Psychology
- Strategic HRD
- Leadership and Management Development
- Consulting for HRD
- Human Resource Development in Public Administration
- Special Topics in Human Resource Development
- Needs Assessment and Organizational Effectiveness
- Organizational Development and Change
- Career Management and Development

- Global HRD

16. What would you say about the evolution of the needs in the consulting field in Morocco?

17. What are the most common qualities you look for when hiring a new consultant?

Enumerate 5 qualities:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

18. Do you have any other comments or suggestions regarding the HRD program at AUI?





**CONSENT FORM: An Interview with HRD Alumni who are graduate students on the  
Needs Assessment of the Human Resources Development Program at AUI**

Dear AUI HRD Alumnus:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from graduate students currently pursuing either a master or a doctoral degree.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed in the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntarily and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

---

Participant Printed Name

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Date

---

Signature

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

**Human Resources Development Program Needs Assessment**  
**Interview Guide for Alumni who are Graduate Students**

Participant #: \_\_\_\_\_

Year in which joined AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

***Questions:***

1. Could you please state your graduation year from AUI? What was your minor? What is the field of study that you are currently pursuing? What's the level of the study (master's / doctoral)?
2. How useful was your experience throughout your AUI academic life for your current studies? Can you specify/ give examples?
3. What are the areas that you feel you had to develop more during your undergraduate studies as an HRD student?
4. As a previous undergraduate HRD student, why do you think are the main reasons behind the low enrollment rate at the HRD program?
5. What are the main challenges and strengths of the HRD program?
6. Throughout your undergraduate studies, were you given the opportunity to study abroad? If yes in what sense was it useful?
7. Some students and faculty raised the need to mandate multiple internships before graduation. What are your thoughts about it, now that you are pursuing master/ doctoral studies?
8. Did you seek for employment opportunities right after graduating from AUI? If yes, what kind of problems did you face in terms of meeting the job requirements and matching profiles?

9. What do you think about courses offering in the HRD program at AUI? Do you think that we should add some specific classes?
10. The following is a list of courses offered in an HR program. What would you add to or remove from it?
11. The following is a list of courses offered in an HR program. What would you add to or remove from it?

- Introduction to Human Resource Development
- Business Environment and Ethics for HRD or Ethics for Professional contexts
- Human Capital Management (includes 2 hours a week dedicated for Moroccan law labor)
- Training and Development
- Introduction to Psychology
- Social/Organizational Psychology
- Strategic HRD
- Leadership and Management Development
- Consulting for HRD
- Human Resource Development in Public Administration
- Special Topics in Human Resource Development
- Needs Assessment and Organizational Effectiveness
- Organizational Development and Change
- Career Management and Development
- Global HRD

12. Do you have any other comments or suggestions regarding the HRD program at AUI?



**CONSENT FORM: An Interview with HRD Advisory Board on the Needs Assessment of Human Resource Development Program at Al Akhawayn University in Ifrane**

Dear HRD Advisory Board Member:

This needs assessment is part of a class project, conducted by HRD 4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information on the direction of the AUI HRD program from HRD Advisory Board members who have critical insights about the HR/HRD field.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302

Instructor, on the following email address: [hj.yoon@aui.ma](mailto:hj.yoon@aui.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

\_\_\_\_\_  
Participant Printed Name

\_\_\_\_\_  
Date

Signature \_\_\_\_\_

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

## Human Resources Development Program Needs Assessment

### Interview Guide for HRD Advisory Board

Participant #: \_\_\_\_\_

Organization: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, instructional approach, internship, student experience, and meeting job expectations and international standards.

#### ***Questions:***

1. Could you please share your educational backgrounds?
2. Have you hired any graduates from the AUI HRD program? If so, what has been your experience with them in terms of their strengths and weaknesses?
3. Do the HRD classes offered provide appropriate knowledge to students seeking HR related jobs?
4. What are the main strengths and challenges that the HRD program has?
5. How can they be addressed in the short run as well as the long run?
6. Some students and faculty raised the need to mandate multiple internships before graduation. What are your thoughts about it?
7. How can students experience be enriched for HRD major or minor students to be ready to become HRD professionals?
8. What should be done to position our HRD program as one of premier HRD programs internationally?

9. Would it be necessary for you to relate instructional content to Moroccan context? If yes, how can HRD courses be more relevant to the Moroccan context? If no, why?
10. If you had a magic bullet, what would be the top 3 areas you would change in the HRD program?
11. In general, what are the skills that fresh graduates lack the most at work in the HR/HRD field?
12. The following is a list of courses offered in the HRD program. What would you add to or remove from it?

- Introduction to Human Resource Development
- Business Environment and Ethics for HRD or Ethics for Professional contexts
- Human Capital Management (includes 2 hours a week dedicated for Moroccan law labor)
- Training and Development
- Introduction to Psychology
- Social/Organizational Psychology
- Strategic HRD
- Leadership and Management Development
- Consulting for HRD
- Human Resource Development in Public Administration
- Special Topics in Human Resource Development
- Needs Assessment and Organizational Effectiveness
- Organizational Development and Change
- Career Management and Development
- Global HRD

13. Do you have any other suggestions for the HRD program at AUI?





**CONSENT FORM: An Interview with Enrollment Department on the Needs Assessment of the Human Resources Development Program at AUI**

Dear Enrollment Staff:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from the enrollment department on the HRD program.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntarily and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

---

Participant Printed Name

---

Date

Signature

---

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

**Human Resources Development Program Needs Assessment**  
**Interview Guide for Enrollment Staff**

Participant #: \_\_\_\_\_

Job Title: \_\_\_\_\_

Year in which joined AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, marketing of the program, student experience, and meeting international standards.

***Questions:***

1. What is the total number of courses offered by HRD program?
2. If facing any problems with this program, what is their nature what is the nature of the problems faced within the HRD Program in terms of administrative tasks?
3. What is your opinion about the duplication of work for students and advisors (technology used; Jenzabar system and paper based forms)?
4. Do you have statistics about the number of students in the HRD program? (Major and Minor)?
5. Is the number of students per section for HRD appropriate?
6. Do you face any problems managing sections for HRD classes? (e.g., time conflicts)
7. How can the previous problem be resolved?
8. Some students raised the issue of conflicting co-requisites/pre-requisites for HRD courses, to what extent is it true? What are the main reasons behind it?
9. Do you take into consideration recommendations made by students about the quality of the service that you are providing? If yes, what are some?

10. If you received any, what are some common complaints that you receive regarding HRD courses?
11. What kind of effort does the enrollment department make in order to promote the HRD program?
12. Do you have any suggestions to the HRD program?



**CONSENT FORM: An Interview with BA Faculty on the Needs Assessment of the Human Resources Development Program at AUI**

Dear Faculty:

This needs assessment is part of a class project, conducted by HRD4302 students under the supervision of Dr. Hyung Joon Yoon. You were identified as one of our key stakeholders, and your input would be highly valuable to the success of this project.

**Purpose:**

The purpose of this project is to improve the HRD program at Al Akhawayn University in Ifrane by assessing its strengths and challenges as well as developing its long-term vision. Based on the data collected, we would like to develop ideas and action plans to make the program competitive and appealing to more students and future applicants. It will also grant our students the opportunity to acquire necessary skills, knowledge and attitudes to perform effectively in an HRD setting. By making such improvements, we would like to position us as one of premier undergraduate HRD programs both in the African continent and internationally.

The purpose of this interview is to gain valuable information from faculty who have background information on the HRD field.

**Procedures:**

Please read and sign this consent form. This interview will not exceed 45 minutes. After the interview, you will receive a summary of information that you shared with the interviewer. This will allow you to check whether the information has been recorded correctly.

**Confidentiality:**

Your input during the interview will remain strictly confidential; your name and any personal information will be removed from the transcription and will not be revealed the final report. Furthermore, we will make sure that only authorized investigators have access to the information provided.

The interview will be audio-recorded for a transcription purpose only. The principal interviewer will transcribe this interview and provide it to fellow investigators. Once the final report is written the recording file will be destroyed.

**Contact for Information:**

For further information and clarification about the project, please feel free to contact the principal investigator, Dr. Hyung Joon Yoon, Coordinator of the HRD program and HRD4302 Instructor, on the following email address: [hj.yoon@au.ma](mailto:hj.yoon@au.ma) or extension 2463. You can also discuss the conditions of your participation as well as your rights as a study participant.

**Consent:**

You agree to participate in the interview voluntary and willingly. You have the right not to answer any questions with which you feel uncomfortable or stop being interviewed.

By providing your name and signature below, you acknowledge that you have read, understood, and agreed on the content of the consent form, and that you give us the permission to record this interview.

\_\_\_\_\_  
Participant Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

We sincerely thank you for your willingness to participate in this project.

With Gratitude,  
HRD4302 Students and Instructor

**Human Resources Development Program Needs Assessment**  
**Interview Guide for BA Faculty**

Participant #: \_\_\_\_\_

Job Title: \_\_\_\_\_

Year in which joined AUI: \_\_\_\_\_

Date: \_\_\_\_\_

Interview Starting Time: \_\_\_\_\_

Interview Ending Time: \_\_\_\_\_

Thank you for your willingness to participate in the research and allowing us your precious time. To put it in brief, the purpose of this interview is to get your insight as well as your thoughts on the HRD program especially its strengths and weaknesses as well as future directions. We would like to explore such areas as course offerings, instructional approach, student experience, and meeting job expectations.

***Questions:***

1. What are the classes you have been teaching at AUI? How closely related are they to HRD?
2. What are instructional methods you usually use for your class teaching (lecture, case study, discussion, etc.)? What was (were) the most effective one(s)?
3. In today's businesses, what is the value of HRD? Is there a need to develop HRD professionals in Morocco?
4. Out of all what Management students learn throughout the 4 years, what do you believe are some of the most useful KSAs or experiences that can also benefit HRD students? Why?
5. Would you advise Business students to take HRD as their minor? Please explain why?
6. Do you think there are any overlaps between the HRD program and the Management concentration? If yes, what are they?
7. What are some strengths and challenges of the HRD program?
8. What would you recommend to improve the current HRD program?
9. Some believe that the HRD program should be under the SBA, not SHSS. What is your thought about it?

10. Have you taught any HRD classes before? If yes, can you compare/contrast the two programs?

11. Do you have any other suggestions or comments?