The University of Texas at Tyler
Soules College of Business
Department of Human Resource Development Ph.D. Program

HRD6310 Advanced Theoretical Foundation in HRD
Syllabus

Course:	HRD 6310	**Instructor:**	Greg G. Wang
Title:	Advanced Theoretical Foundation in HRD	**Office:**	COB315.13
Section:	001	**Office Hrs:**	2:30-4:00pm Tue, Thur
Semester:	Spring 2021	**Other Avail.:**	By appointment
Class Time:	See class schedule	**Phone #:**	903-565-5910
Location:	COB212	**Email:**	gwang@uttyler.edu

Course Description:

An overview of what theory is, is not, and how it may be useful for HRD research and practice. Explores theory development processes from deductive and inductive perspectives in HRD research. Students will explore opportunities to learn most recent HRD theory development research and assess theories underpinning HRD research and practice, as well as develop their own theories.

Learning Objectives:

Upon completion of the course, learners should be able to:

- Describe the importance of theory in HRD research and practice;
- Specify and analyze core theories in and related to HRD;
- Apply deductive and inductive reasoning processes for theory development research;
- Familiarize with theory development process for research applications;
- Become aware of other relevant theories and models relevant to HRD research and practice;
- Critique HRD theories based on theory assessment criteria;
- Develop collaborative critiquing and writing skills;
- Further develop research, writing, and critical thinking skills.

Required Textbooks:

No formal textbook will be required in this course, a set of required readings will be assigned throughout the learning process.

Required Readings:

APA publication manual (2020, 7th ed.). Washington, D.C.: American Psychological Association. ISBN: 978-1-4338-3217-8, or www.apastyle.org

Corvellec, H. (2013) (Ed.). *What is theory? Answers from the social and cultural sciences.* Copenhagen, Denmark: Copenhagen Business School Press. (Google Books has chapters 1—5)

Jaccard, J., & Jacoby, J. (2020). *Theory construction and model-building skills: A practical guide for social scientists.* New York: The Guilford Press.

Kuhn, T. S. (2012). *The structure of scientific revolutions: 50th anniversary edition* (4th ed.). Chicago: The University of Chicago Press.

Han, S. H., Chae, C., Han, S. J., & Yoon, S. W. (2017). Conceptual organization and identity of HRD: Analyses of evolving definitions, influence, and connections. *Human Resource Development Review*, *16*(3), 294-319. https://doi.org/10.1177/1534484317719822

Lee, M. (2001), A refusal to define HRD, *Human Resource Development International*, 4(3), 327-341. https://doi.org/10.1080/13678860110059348

McGoldrick, J., Stewart, J., & Watson, S. (2001). Theorizing human resource development. *Human Resource Development International*, *4*(3), 343-356. https://doi.org/10.1080/13678860126443

McLean, G. N. (2004). National human resource development: What in the world is it? *Advances in Developing Human Resources*, 6(3), 269-275. https://doi.org/10.1177/1523422304266086

McLean, G. N. (2014). National HRD. In N. E. Chalofsky, T. S. Rocco, & M. L. Morris (eds). *Handbook of human resource development* (pp. 643-660), Wiley.

McLean, G. N., & McLean, L. (2001). If we can't define HRD in one country, how can we define it in an international context? *Human Resource Development International*, 4(3), 313-326. https://doi.org/10.1080/13678860110059339

Reynolds, P. D. (2015). *Primer in theory construction: An A&B classics edition*. Routledge.

Stewart, J., Gold, J., & Hamlin, B. (2011). What is HRD? A definitional review and synthesis of the HRD domain. *Journal of European Industrial Training*.

Sun, J. Y. and Wang, G. G. (2016). Human resource development in China and North Korea. In T. N. Garavan, A. McCarthy & M. Morley (eds). *Global Human Resource Development* (pp. 86—103). Routledge.

Swanson, R. A. (1995). Human resource development: Performance is the key. *Human Resource Development Quarterly*, 6(2), 207-213. https://doi.org/10.1002/hrdq.3920060208

Swanson, R. A. (2001). Human resource development and its underlying theory. *Human Resource Development International*, 4(3), 299-312. https://doi.org/10.1080/13678860110059311

Swanson, R. A. (2007a). *Analysis for improving performance: Tools for diagnosing organizations and documenting workplace expertise*. Berrett-Koehler Publishers.

Swanson, R. A. (2007b). Theory framework for applied disciplines: Boundaries, contributing, core, useful, novel, and irrelevant components. *Human Resource Development Review*, 6(3), 321-339. https://doi.org/10.1177/1534484307303770

Swanson, R.A. & Holton, E. (2009, 2nd ed.). *Foundations of Human Resource Development*. Berrett-Koehler Publishers.

Van de Ven, A. H. (2007). *Engaged scholarship: A guide for organizational and social research*. England: Oxford University Press.

Wang, G. G. (2008). National HRD: a new paradigm or reinvention of the wheel? Journal of European Industrial Training, 32(4), 303-316. https://doi.org/10.1108/03090590810871397

Wang, G. G., & Holton III, E. F. (2005). Neoclassical and institutional economics as foundations for human resource development theory. *Human Resource Development Review*, 4(1), 86-108. https://doi.org/10.1177/1534484304273733

Wang, G. G., Lamond, D., and Zhang, Y. (2013). Innovation and Chinese HRM research and practice: problems and promises. *Journal of Chinese Human Resource Management*, 4(2), 105-116. https://doi.org/10.1108/JCHRM-06-2013-0025

Wang, G. G., & Sun, J. Y. (2009). Clarifying the boundaries of human resource development. *Human Resource Development International*, *12*(1), 93-103. https://doi.org/10.1080/13678860802638875

Wang, G. G., & Sun, J. Y. (2012). Theorizing comparative human resource development: a formal language approach. *Human Resource Development Review*, 11(3), 380-400. https://doi.org/10.1177/1534484312445558

Wang, G. G., & Sun, J. Y. (2012). Toward a framework for comparative HRD research. *European Journal of Training and Development*. https://doi.org/10.1108/03090591211263521

Wang, G. G., & Swanson, R. A. (2008). The idea of national HRD: An analysis based on economics and theory development methodology. *Human Resource Development Review*, 7(1), 79-106. https://doi.org/10.1177/1534484307311415

Wang, G. G., Werner, J. M., Sun, J. Y., Gilley, A., & Gilley, J. W. (2017). Means versus ends: Theorizing a definition of human resource development. *Personnel Review*, 46(6), 1165-1181. https://doi.org/10.1108/PR-11-2015-0306

Wang, G.G., Doty, D. H. & Yang, S. (Under review). Does HRD national policy always create positive outcomes? The case of China. *Human Resource Development Quarterly*. Available on Canvas.

Wang, G.G., Doty, D. H. & Yang, S. (Under review). Toward a core theory of human resource development. *Human Resource Development Review*. Available on Canvas.

Weinberger, L. A. (1998). Commonly held theories of human resource development. *Human Resource Development International*, *1*(1), 75-93. https://doi.org/10.1080/13678869800000009

Additional readings are listed in the references section and on Canvas.

Grade Distribution

Group Article Critiques and Presentation (20%)
Theory Inquiry Groups (10%)
Group Presentation: Empirical Studies with Underpinning Theories (15%)
Final Paper (35%)
Final Paper Presentation (5%)
Classroom and online participation (15%)

Final Course Grade:

Grade:	Level of Performance	Grading Scale
A	Excellent	90 – 100%
B	Average	80 – 89%
C	Poor	70 – 79%
D or F	Fail	< 69% = F

Date to Withdraw without Penalty:
March 29

Class Calendar:

1. 5:00 to 9:00 pm, January 22
2. 5:00 to 9:00 pm, February 12
3. 5:00 to 9:00 pm, March 5
4. 5:00 to 9:00 pm, April 2
5. 5:00 to 9:00 pm, April 23

Required Course Activities and Assignments

1. **Group Article Critiques and Presentation (15%)**
   This is a group-based activity consisting of the following steps:
   a. You form 2-person groups and identify related HRD theories published in the peer-reviewed HRD related journals; The following is a list of topical areas
      i. The three-legged stool model;
      ii. Performance analysis and improvement theory;
      iii. National HRD (NHRD);
      iv. Informal learning;
      v. Learning organization theory;
      vi. On-the-job training models or theory;
      vii. Theories of coaching;

viii. HRD evaluation theories;

b. Conduct critique, compare, and analyze the articles
c. Present colloquium type talks and discussions and facilitated by a discussant in the class with the rest of the class's participation (5%).
d. Submit a group paper under the Assignment link on Canvas (15%)
e. Due: The second class session.

2. Theory Inquiry Group (10%)

In 2-person small groups, discuss about theory building from deductive and inductive perspectives, considerations of the importance of theory in business and management from scholarly and practice-based perspectives, criticisms of theory, and review of core theories underpinning HRD through engagement with sets of **pre-assigned articles** on Canvas.
Due: Third class session

3. Group Study and Presentation: Empirical Studies Informed by Underpinning Theories (15%)

Working in a 2-person group to accomplish the following three tasks:
(1) identify a theory article that we have NOT discussed or considered (nor covered by other groups). and provide a briefing of the article in narrative. In essence, the group will be educating the class about a specific theory.
(2) identify an empirical study that has used the above theory as the underpinning. The group will develop a brief overview of the empirical study describing how the selected theory was used.
(3) Each group will prepare a 30-minute presentation to present the theory and accompanying empirical research article underpinned by the selected theory in the class (allocating 15 minutes to the description and articulation of the theory and the remaining 15 minutes to the description of how the theory was used in an empirical study; 5%).
(4) Submit a group paper in the designated link on Canvas (10%)
Due: Four class session

4. Final Project (35%)

The Assignment: This is a semester-long individual project. To successfully complete the project, you'll need to start early in the semester with the following steps.

a. Identify an HRD research or practice problem that is interesting to you;
b. Reformulate the problem as an interesting theoretical question;
c. Develop a theoretical model that is driven by and addresses the interesting question;
d. Design an empirical test that allows you to evaluate the theoretical issues with adequate construct and statistical conclusion validity and generalize your findings to a broad population.
e. Articulate the analytical strategy and mathematical specification that will allow you to test the underlying theoretical issues.

Requirements:

a. You may use either deductive or inductive approach with clear specification on which approach is used; regardless of your approach, your theoretical model must be expressed in one or more formal languages in the form of diagram and/or equations;
b. You must state formal hypotheses, propositions, or theorems;
c. You must show causal relationship your theoretical analysis;
d. You may not use SEM;
e. You may take advantage of all earlier group activities as resources for theory generation;
f. While this is an individual-based project, you are encouraged to share your ideas with your groups and peers throughout the semester for brainstorming, class discussions will also be arranged;
g. Your final project paper will be no more than 30 pages all inclusive, title page, abstract, tables or figures, and references. If you take a deductive approach, your theory should have a clear causal relationship and is expected to be expressed in a figure. If you take an inductive approach
h. Please upload the paper into the respective Assignment Link in Canvas.
i. Individual Presentation: Present your final paper in the class (5%)

A Key Requirement for all activities and assignments: Your discussions, critiques, comparisons, or analyses of all theories selected or assigned must include one important aspect. That is the theories' potential relevance to, and implications for, HRD research and practice.

5. **Active Class Engagement and Participation (15%)**
   Active class engagement includes attending all sessions, thoroughly preparing for all class meetings, and being actively involved in all class activities to share your thoughts on issues under discussion or analysis, both facilitated in class and in online format. Being present, being prepared, being respectful, and actively and thoughtfully engaged are critical aspects of this component of the final grade.

Final Project Rubrics:

- 70% -- Effort apparent, but logic not well executed and not well written;
- 80% -- Effort apparent, well written, but significant logical or definitional issues;
- 90% -- Good effort, on target with evidence of deep thinking and sound presentation;
- 100% -- Exceptional – Rises to the level of acceptance on the initial submission without revision.

(Assignments must be submitted on the due date and time scheduled. Late submissions will not be accepted without prior approval. Approved late submissions may result in lower grades)

Tentative Class Schedules

Module 1. Introduction: Basics on Theory Development (1/22)

- Review of syllabus and expectations
- A review of HRD core theory and models
- What is theory
- What theory is not
- Theorizing and use of theory
- What constitutes a theoretical contribution?
- Theory development

Required readings

Cho & McLean, (2004)
Christensen & Raynor (2003)
DiMaggio (1995)
Lee (2001)
McLean & McLean (2001)
McLean et al. (2008)
Shapira (2011)
Sutton & Staw (1995)
Swanson (1995, 2001, 2007b)
Thomas (1997)
Wang & Swanson (2008)
Wang et al. (2017)
Whetten (1989)
Weick (1995)

Module 2. Theory development method: Deductive vs inductive (2/12)

- Theory development: deductive and inductive perspectives,
- The importance of theory in business and management from scholarly and practice based perspectives,
- Criticisms of theories
- HRD theory development: From definition to a core theory
    - Theoretical Units
    - Law of interactions
    - Boundary conditions
    - System states
    - Axioms and theorems of HRD
- Final project update and discussion

Activity: **Group Article Critiques and Presentation**

Module 3. Organizational and HRD Theories (3/5)

- Core organizational theories relevant to HRD
- HRD related theories
- Other theories and models relevant to HRD.

- The course facilitator has attempted to create clusters of topics to expose learners to seminal and contemporary theories and models relevant to the respective clusters through engagement with the assigned articles under the Module 3 "required readings" link.

The learning of the above topics will be accomplished by facilitator/discussant-led colloquium-like sessions. The discussants for different sets of theory articles are assigned in the Canvas under Module 3 Required Readings link. All articles are available to download on Canvas.

- Final project update and discussion

Activities: Theory Inquiry Group with Discussant

Module 4. Theory Informed Empirical Studies

Reflection on theories
Update and discussion: Final project

Activities:
Group Study and Presentation: Empirical Studies Informed by Underpinning Theories

Module 5. Presentation: Underpinning Theory Comparison and Critiques (4/23)

- Final Project Presentation
- Wrap-up

Assignment Due: Final paper due—Upload to Canvas

Required Readings

Anderson, V. (2017). Criteria for evaluating qualitative research. *Human Resource Development Quarterly, 28*(2), 125-133.

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher,* 34(5), 3-15.

Kohler, T., Landis, R. S., & Cortina, J. M. (2017). From the editors: Establishing methodological rigor in quantitative management learning and education research: The role of design, statistical methods and reporting standards. *Academy of Management Learning & Education,* 16(2), 173-192.

Merriam, S. B., & Simpson, E. L. (1995). A guide to research for educators and trainers of adults (2nd ed.). Malabar, FL: Krieger Publishing Company. (Chapter 3).

Nimon, K. (2011). [Editorial] Improving the quality of quantitative research reports. *Human Resource Development Quarterly, 22,* 387–394.

Nimon, K. F., & Astakhova, M. (2015). Improving the rigor of quantitative HRD research: Four recommendations in support of the general hierarchy of evidence. *Human Resource Development Quarterly, 26*(3), 231-247.

Patriotta, G. (2017). Crafting papers for publication: Novelty and convention in academic writing. *Journal of Management Studies, 54*(5), 747-759.

Twining, P., Heller, R. S., Nussbaum, M., & Tsai, C. (2017). Some guidance on conducting and reporting qualitative studies. *Computers & Education, 106,* A1-A9.

Supplemental Readings [Optional for this Course]

Agarwal, R., Echambadi, R., Franco, A. P., Sarkar, MB (2006). Reap rewards: Maximizing benefits from reviewer comments. Academy of Management Journal, 49(2), 191-196.

American Educational Research Association (2006). Standards for reporting on empirical social science research in AERA publications. *Educational Researcher, 35*(6), 33–40.

Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. Thousand Oaks, CA: Sage Publications, Inc.

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research, 26*(3), 1802-1811.

Booth, A., Papaioannou, D., & Sutton, A. (2012). *Systematic approaches to a successful literature review*. London, England: Sage Publications, Inc.

Boyatzis, R. E. (1998). *Transforming qualitative data*. Thousand Oaks, CA: Sage. Brown, K. G. (2012). From the editors: Thoughts on effective reviewing. *Academy of*

Management Learning & Education, 11(2), 152-154. doi: 10.5465/amle.2012.0132 Bryman, A., & Bell, E. (2015). *Business research methods* (4rd ed.). New York, NY: Oxford University Press.

Callahan, J. L. (2010). Instructor's corner: Constructing a manuscript: Distinguishing integrative literature reviews and conceptual and theory articles. *Human Resource Development Review, 9*(3), 300-304.

Carpenter, M. A. (2009). Editor's comments: Mentoring colleagues in the craft and spirit of peer review. *Academy of Management Review, 34*(2), 191–195. doi: 10.5465/AMR.2009.36982609

Cascio, W. (2012). Methodological issues in international HR management research. *The International Journal of Human Resource Management, 23*(12), 2532-2545.

Courville, T., & Thompson, B. (2001). Use of structure coefficients in published multiple regression articles: β is not enough. *Educational and Psychological Measurement, 61*(2), 229-248.

Crescentini, A. & Mainardi, G. (2009). Qualitative research articles: Guidelines, suggestions and needs. *Journal of Workplace Learning, 21*(5), 431-439.

Creswell, J. W., (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3nd ed.). Thousand Oaks, CA: Sage Publications

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Denzin, N. K., & Lincoln, Y. S. (Eds.). *The landscape of qualitative research: Theories and issues* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Doh, J. P. (2010). Introduction: Implications for practice - Core contribution or afterthought? *Academy of Management Learning & Education, 9*(1), 98–99. doi: 10.5465/AMLE.2010.48661193

Dul, J., & Hak, T. (2012). *Case study methodology in business research*. New York, NY: Routledge.

Fitzpatrick, K. (2010). Peer-to-peer review and the future of scholarly authority. *Social Epistemology*: *A Journal of Knowledge, Culture and Policy*, 24(3), 161-179.

Flick, U. (2002). *An introduction to qualitative research* (2nd ed.). London, Sage.

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Boston, MA: Pearson Education, Inc.

Geletkanycz, M., & Tepper, B. J. (2012). Publishing in AMJ - Part 6: Discussing the Implications. *Academy of Management Journal, 55*(2), 256-260. doi: 10.5465/amj.2012.4002

Gubbins, C. & Rousseau, D. M. (2015). Embracing translational HRD research for evidence-based management: Let's talk about how to bridge the research-practice gap. *Human Resource Development Quarterly, 26*(12), 109-125.

Holton, E. F., & Burnett, M. F. (2005). The basics of quantitative research. In R. Swanson and E. Holton (Eds.), *Research in Organizations*, pp. 29-44.

Huberman, A. M., & Miles, M. B. (2002). *The qualitative researcher's companion*. Thousand Oaks, CA: Sage Publications.

Imel, S. (2011). Writing a literature review. In T. S. Rocco & T. Hatcher & Associates (Eds.), The Handbook of Scholarly Writing and Publishing (pp.145-160). San Francisco, CA: Jossey-Bass.

Jacobs, R. L. (2011). Developing a research problem and purpose statement. In T. S. Rocco & T. Hatcher & Associates (Eds.), The Handbook of Scholarly Writing and Publishing (pp.125- 141). San Francisco, CA: Jossey-Bass.

Kilduff, M. (2007). Editor's comments: The top ten reasons why your paper might not be sent out for review. Academy of Management Review, 32(3), 700-702.

Lincoln, Y. S., & Lynham, S. A. (2011). Criteria for assessing theory in human resource development from an interpretive perspective. *Human Resource Development International, 14*(1), 3-22.

Lepak, D. (2009). Editor's comments: What is good reviewing? *Academy of Management Review, 34*(3), 375–381. doi: 10.5465/AMR.2009.40631320

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2014). *Proposals that work: A guide for planning dissertations and grant proposals* (6th ed.). Thousand Oaks, CA: Sage Publications.

Lynham, S. A. (2002). Quantitative research and theory building: Dubin's method. *Advances in Developing Human Resources, 4*(3), 242-276. doi: 10.1177/152342230204300

Machi, L. A., & McEvoy, B. T. (2012). The literature review: Six steps to success. Thousand Oaks, CA: Corwin Press (Sage).

Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research, 26*(13), 1753-1760.

Merriam, S. B., (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.

Miller, C.C. (2006). Peer review in the organizational and management sciences: Prevalence and effects of reviewer hostility, bias, and dissensus. *Academy of Management Journal*, 49(3), 425-431.

Nathans, L. L., Oswald, F. L., Nimon, K. (2012). Interpreting multiple linear regression: A guidebook of variable importance. *Practical Assessment, Research & Evaluation, 17*(9), 1–19.

Nimon, K. (2012). Statistical assumptions of substantive analyses across the general linear model: A mini–review. *Frontiers in Psychology, 3*(322), 1-5.

Olejnik, S., & Algina, J. (2000). Measures of effect size for comparative studies: Applications, interpretations, and limitations. *Contemporary Educational Psychology*, *24*, 241-286.

Oliver, P. (2012). *Succeeding with your literature review: A handbook for students*. Berkshire, England: Open University Press.

Onwuegbuzie, A. J., & Corrigan, J. A. (2014). Improving the quality of mixed research reports in the field of human resource development and beyond: A call for rigor as an ethical practice. Human Resource Development Quarterly, 25(3), 273-299.

Onwuegbuzie, A. J., & Frels, R. (2016). *Seven steps to a comprehensive literature review: A multimodal and cultural approach.* Thousand Oaks, CA: Sage Publications, Inc.

Osborne, J. W. (2000). Advantages of hierarchical linear modeling. *Practical Assessment, Research, & Evaluation, 71*(1). Retrieved from http://pareonline.net/getvn.asp?v=7&n=1

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Rankin, E. (2001). *The work of writing: Insights and strategies for academics and professionals*. San Francisco, CA: Jossey-Bass.

Ragins, B. R. (2012). Editor's comments: Reflections on the craft of clear writing. *Academy of Management Review, 37*(4), 493-501.

Rocco, T. S. (2003). Shaping up the future: Writing up the method on qualitative studies. Human Resource Development Quarterly, 14(3), 343-349.

Rocco, T., S. (2010). Criteria for evaluating qualitative studies. Human Resource Development International, 13(4), 375-378.

Shaw, J. D. (2012). From the editors: Responding to reviewers. *Academy of Management Journal, 55*(6), 1261-1263.

Storberg-Walker, J. (2012). Instructor's corner: Tips for publishing and reviewing qualitative studies in applied disciplines. *Human Resource Development Review, 11*(2), 254-261.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Thousand Oaks, CA: Sage Publications.

Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. Journal of the Academy of Marketing Science, 29(4), 405-415.

Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. Human Resource Development Review, 4(3), 356-367.

Tracy, S. J. (2010). Qualitative inquiry: Eight "big-ten" criteria for excellent qualitative research. *Qualitative Inquiry, 16*(December), 837-851.

Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884]

Yin, R. K. (2012). *Applications of case study research* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Yin, R. K. (2018). *Case study research and applications: Design and methods (6th ed.).* Thousand Oaks, CA: Sage Publications.

Zhang, Y., & Shaw, J. D. (2012). From the editors: Publishing in *AMJ - Part* 5: Crafting the methods and results. *Academy of Management Journal, 55*(1), 8–12. doi: https://doi.org/10.5465/amj.2012.4001

Attendance and Make-Up Policy:

Attending all five class sessions is expected and required for successful completion of learning objectives. No absent is expected in normal situation as each session constitutes 20% of classroom learning. For COVID-19 related difficulties, you will need receive written approval from the department and the dean's offices. If emergency occurs, it is your responsible for contacting the instructor in advance for permissions of alternative arrangements so that

adjustments can be made to the instructional activities planned for a specific session. You are also responsible for all work that is missed due to absent from any class meeting, or portion of it. Since a portion of your grade is based upon class participation and engagement, it should be expected that any missed classes will affect the grade earned for class participation, and will affect the final course grade. One absence is likely to result in a final grade that is one letter grade lower for reasons other than documented illnesses or emergencies. Two or more absences from class will result in a grade of F.
Note: excused absences for religious days, university authorized sports activities, or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

Learning Engagement and Participation

This course is designed as a hybrid format combining face-to-face instructions and online learning through Canvas discussion forum. You are expected to attend all the scheduled classroom sessions and complete all required online discussion activities. Please also feel free to email me any time if you have learning related issues or questions.

Writing Style

All writing assignments are to follow APA 7 with 1" margins on all sides, double-spaced, 12 font-size Time New Roman, and left justified.

Scholarly writing takes time and effort. You may seek writing assistance in the UT Tyler Writing Center. A rule of thumb for this type of writing is to avoid colloquial or oral language, e.g., spell out "cannot" instead of "can't" and avoid IM language such as LOL, OMG, etc.

Academic Dishonesty Statement
Academic dishonesty, such as unauthorized collusion, plagiarism, and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class of the semester.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct:

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:
    a. copying from another student's test paper;
    b. using, during a test, materials not authorized by the person giving the test;
    c. failure to comply with instructions given by the person administering the test;
    d. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
    e. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
    f. collaborating with or seeking aid from another student during a test or other assignment without authority;
    g. discussing the contents of an examination with another student who will take the examination;
    h. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
    i. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
    j. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
    k. falsifying research data, laboratory reports, and/or other academic work offered for credit;
    l. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
    m. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)