HRD 5343: Foundations of Human Resource Development (21220)

Spring 2021

Department of Human Resource Development
Soules College of Business
The University of Texas at Tyler

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Instructor:	Dr. Yonjoo Cho (ycho@uttyler.edu), Associate Professor
Class Time:	Jan 11 – May 1 (Spring Break: The week of Mar 8 – no class)
Office Hours:	Tue & Thu at 3:30 pm – 5:00 pm CST (Other times by appointment through email)
Communication:	Canvas, emails, and Zoom
Course Access:	https://uttyler.instructure.com/courses/23080
Zoom:	https://uttyler.zoom.us/my/yjcho

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COURSE DESCRIPTION

Human resource development (HRD) is defined as the process of increasing the capacity of human resources in an organization through learning and development. In this foundations of HRD course, students will learn McLagan's (1989)[1] classic definition of HRD integrating training and development (T&D), career development (CD), and organization development (OD) through the process of critically reviewing required readings, analyzing case studies, and writing a position paper in which teams of students choose the most intriguing HRD topic, present their position statement concerning why the chosen topic is significant to HRD, and provide implications for HRD.

HRD as a field has affinity with other fields such as human resource management (HRM), organization development (OD), human performance technology (HPT), and instructional technology (IT) (Cho, 2017)[2]. HRD as a practice has great potential because it asks us to view the HRD field in a more integrated and complicated way as with the emerging topics such as diversity and the role of HRD (e.g., leadership) in the Covid-19 pandemic.

In this course, students are expected to understand the three domains of HRD defined by McLagan (1989) through readings on research and practice (case studies), discussions, and writing one-page critiques and a final position paper. Students will read required readings, discuss what each domain of HRD means, and write three one-page critiques to show their understanding of three domains. A team of three students will collaborate to write a final position paper in which they choose the most intriguing HRD topic and write their position statement in ways that convincingly answer why the chosen topic is significant to HRD.

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[1] McLagan, P. A. (1989). Models for HRD practice. *Training and Development Journal, 43*(9), 49-59.
[2] Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends, 61*, 46-52.

COURSE OBJECTIVES

At the completion of the course, students will be able to:

- Explain definitions, concepts, principles, and approaches to HRD
- Articulate distinctive features of three domains of HRD: T&D, CD, and OD
- Develop critical thinking skills by answering the instructor's weekly discussion questions, commenting on other students' postings, and leading a week's discussion
- Discuss the interdisciplinary nature of HRD and its neighboring fields: HRM, OD, HPT, and/or IT
- Discuss emerging trends in the field through the topics on diversity and the role of HRD (e.g., leadership) in the Covid-19 pandemic
- Write a position paper for which teams of three students collaborate to convince readers of the significance of the chosen topic and to provide implications for HRD
- Develop communication skills through working with team members as well as the instructor
- Reflect on class activities, teamwork, writing assignments, and lessons learned

COURSE OUTLINE

In this Foundations of HRD course, students will learn McLagan's (1989) classic definition of HRD integrating T&D, CD, and OD (see Figure 1) one by one. Students will also discuss the interdisciplinary nature of HRD and emerging trends in HRD.

Figure 1
Definition of HRD
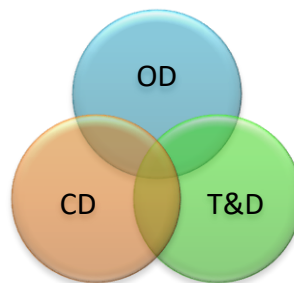
This course is divided into the following topics:

- Introduction
- Basics of HRD
- Training & Development
- Career Development
- Organization Development
- Emerging Trends in HRD
- Position Paper Submission and Reflection

READ ME FIRST (Canvas Modules)

Begin each week by reading a **Read Me First** (Canvas Modules) that will be posted by **Friday at 9:00 am CST** to guide you concerning what is covered and what to do in the following week. In the first week, post an introduction of yourself in Discussion to get to know other students and identify your team members to work on the final position paper assignment throughout the semester.

SYNCHRONOUS MEETINGS

Research on online teaching and learning (e.g., Garrison et al., 2000[3]) indicates that students need synchronous meetings to feel "presence" in online classes. However, due to the Covid-19 pandemic, instead of having synchronous meetings, I will post recordings of **Meet the Leaders** (e.g., Dr. Darlene Russ-Eft on ethics in HRD) as supplementary.

I will provide weekly office hours via Zoom (https://uttyler.zoom.us/my/yjcho) on Tuesdays and Thursdays between 3:30 pm and 5:00 pm CST so that you can ask any questions related to course assignments and class activities. You may contact me for a one-on-one meeting with me through emails as well.

TEAMWORK

This course is based on team project-based learning as many business courses are, so students are required to work in teams as well as individually. Form a team of three students based on common interests (e.g., HRD, HRM), proximity (e.g., the same time zone), and diversity (e.g., gender, nationality), name the team for team building purposes, and set up ground rules for quality teamwork throughout the semester. To form quality teams, introduce yourself in the Discussion in the first week. To evaluate your teamwork, you will be asked to fill out a **peer evaluation form** (attached at the end) twice, at the mid-term and end of the semester. Based on the comparison of mid-term and final evaluation, I will provide you with development advice for teamwork.

FEEDBACK-BASED

This course is also based on constant, detailed feedback that I am going to provide throughout the semester. In the process, you will learn how to meet assignment requirements and improve writing using the APA formatting guidelines that are required in HRD. If you need extra help, reach out to me. To that end, use the following communication tools:

- If you want to have an individual meeting, send me an email at ycho@uttyler.edu. I don't mind meeting at night, if that is more convenient to you.
- When you send me an email, include "HRD 5343" in the subject line.
- If your message is urgent, include "Urgent" in the subject line.
- Take advantage of regular office hours via Zoom (https://uttyler.zoom.us/my/yjcho). If you don't show up in the first 15 minutes, I will leave. If you want to block out a time slot for a meeting, please let me know in advance.
- If you need technical support, please contact the Help Desk for live chat at https://cases.canvaslms.com/liveagentchat?chattype=student or at +1-844-214-6949.

INSTRUCTOR EXPECTATION

Online teaching and learning is based on two-way communication between instructors and students. I expect that you are self-sufficient and aim at achieving learning goals that meet the quality standards at the master's level. It is YOU that should take responsibility of reaching the learning goals and completing all assignments and class activities. In the process, I will be there to provide you with constant and detailed feedback. If assignment guidelines are unclear, ask me clarifying questions. If you do not understand my evaluation, ask for my extra feedback until it makes sense. As this is the first required course in the master's degree in HRD at UT Tyler, I do hope that it will set the expectation for what to do (e.g., writing) and what not to do (e.g., plagiarism) to establish an optimum quality of learning in the degree program. The bottom line is to learn as intended to become an informed HR(D) practitioner. To get there, be open to learn new and unfamiliar knowledge and skills (e.g., APA)!

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[3] Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, *2*(2-3), 87-105.

ASSIGNMENTS AND DUE DATES

You are required to complete five assignments: weekly postings, three one-pagers on HRD domains (T&D, CD, & OD), a final position paper, a reflection paper, and class participation activities. Most assignments are due by **Monday at 11:59 pm CST**.

		Assignment	Level	Point	Due
1		Weekly Discussion Postings (Individual)	Ind	55	Weeks 1 to 12 (Answers by Wed. & Comments by Sat.)
2	One-Pagers (Individual)	One-pager 1 on T&D (15)	Ind	45	2/15 (Mon)
		One-pager 2 on CD (15)			3/1
		One-pager 3 on OD (15)			3/22
3	Final Position Paper (Teamwork)	Teams' Ground Rules (5)	Team	50	1/25
		Topic Selection (5)			2/22
		One-Page Paper Outline (10)			3/15
		Draft Paper (20)			4/12
		Final Paper (10)			**4/23 (Fri)**
4	Class Participation Activities (Individual)	Introduce Yourself (5)	Ind	25	**1/11 (Mon)**
		Discussion Lead (5)			Your choice
		Peer Evaluation (mid-term & final) (2x4)			3/8 & 4/26
		Class Evaluation (mid-term) (2)			3/8
		Peer Review of a Draft Paper (5)			**4/16 (Fri)**
5		Reflection Paper	Ind	10	4/26
		Total		185	

Weekly Discussion Postings (55 pts)

I will post weekly discussion questions in Discussions (Canvas), and a discussion leader of a discussion group will lead the week's discussion. Post one **compact and pointed answer** to the discussion question by the end of **Wednesday** and two comments on other students' answers by the end of **Saturday**. Choose a week to play a discussion lead role. **Discussion lead** is an excellent opportunity to take charge of a week's discussion. To lead discussion, you are required to do the following:

- Read all required readings and optional readings
- Read all your discussion group members' answers to the week's discussion question
- Respond to intriguing answers and ask probing questions for in-depth discussion
- To earn the full five points, you must be present to lead a discussion throughout the week

In the weekly posting and discussion lead process, students will develop critical thinking skills, as the founding father of action learning Reg Revans (2011) indicated in his learning formula[4], L (learning) = P (programmed knowledge) + Q (questioning). I will review the quality and quantity of your postings each week and provide immediate feedback individually if you did not meet the posting requirements, after the first due date (Wed.), so that you can revise their answers as directed by the second due date (Sat.) (see **Appendix 1 for the postings rubric**).

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[4] Revans, R. (2011), *ABC of action learning*, Surrey, UK: Gower.

In this course, meeting the **APA formatting guidelines**[5] (2020) is required because it is the writing style required in HRD at UT Tyler. To get used to it, follow the instructions on APA in Canvas Files and see how I referenced publications in this syllabus. You must follow the APA style in all writing assignments in this course.

One-Page Critiques (One-Pagers) (45 pts)

The purpose of writing one-pagers is to show your understanding of the three domains of HRD (T&D, CD, and OD) from a critical perspective. To write a one-pager on each domain of HRD, which is worth 15 points, work through the three steps including: (a) briefly summarize key ideas by citing course readings, (b) add your ideas from a critical perspective, and (c) recap the significance of your critique in a pointed way. In each (single-spaced) one-pager, include:

- Your name and course title in the header
- The title of the one-pager
- A brief summary of key ideas on an HRD domain (T&D, CD, or OD)
- A critical review of an HRD domain concerning its strengths and limitations
- Conclusion
- 3-5 references that are cited in the text to support your ideas

Why should you write this in one page? You will learn how to organize your idea in a compact and pointed way, which is considered "good writing." One-pagers will be evaluated for inclusion of key elements, relevance to the topic, critical analysis, attention to detail (APA 7th ed.) (2020), and a one-page requirement (see **Appendix 2 for the one-pager rubric** and **Appendix 3 for a one-pager sample**).

Final Position Paper (50 pts)

Based on your individual understanding of three domains of HRD, work in teams of three students to complete the final position paper assignment. This is an outstanding opportunity to show your AGREED understanding of the foundations of HRD through teamwork. To that end:

- Form a team of three students. To identify your team members, briefly introduce yourself in Canvas Discussion in the first week. The team member selection criteria include: similar interests (e.g., HRD, HRM), diversity (e.g., gender, learning style), and time-zone proximity.
- After forming a team, name the team for team-building purposes, designate a team leader who will represent your team and communicate with me, and set up ground rules for what to do and what not to do throughout. Students witnessed that having weekly regular meetings were instrumental to complete this assignment.
- After selecing an agreed, intriguing HRD topic, write a **one-page paper outline** that details your plan on what to do to write a final position paper. The outline must include key elements including: title, purpose, context, literature review, significance of the paper (position statement), implications for HRD, and references. The one-page paper outline will be evaluated for criteria including: inclusion of key elements, being thorough, one page limit, the number of revisions, and writing (APA 7th ed.) (see **Appendix 4 for the one-page paper outline rubric** and **Appendix 5 for the one-page outline sample**).
- Write a **double-spaced draft position paper** (no more than 10 pages) including:
  - Cover page (title)
  - Main body:
    - Introduction (purpose and context)
    - Literature review on a selected HRD topic

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[5] American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association.

- - Significance of the paper (position statement): Highlight what is significant based on the literature review.
        - Implications for HRD
      - References: Add publications (journal articles and book chapters). Do avoid adding Internet sources due to the lack of credibility.
  - Submit a **draft paper**, receive feedback from me and classmates, finalize the draft paper, and submit a final position paper. Individual students are required to provide their **peer review** of a draft paper. This revision process will give students an opportunity to improve the quality of their draft paper before final submission.
  - The draft and final paper will be evaluated for criteria including: (a) inclusion of key elements, (b) significance of the position statement, (c) paper organization and logical flow, (d) clarity, (e) relevance to the foundations of HRD, and (f) attention to detail (APA 7th ed.) (2020) (see **Appendix 6 for the final paper rubric**).

The purpose of the **peer-review** of a draft paper is to give students an opportunity to see another draft paper and to provide their feedback on the content and technical aspects of the draft paper.

Class Participation (25 pts)

Actively participate in class activities including: (a) introduce yourself, (b) lead a discussion, (c) peer review a draft paper, (d) complete a class evaluation (mid-term), and (e) complete a peer evaluation (mid-term and final) (see **Appendix 7 for the peer evaluation form**).

Reflection Paper (10 pts)

Write a (single-spaced, three-page) reflection paper. This end-of-class reflection paper should include lessons learned from accomplishing five class assignments: (a) title, purpose, and introduction, (b) key points of lessons learned from class participation activities and writing assignments, and (c) a conclusion with suggestions.

FINAL GRADES

Grade	A	B	C	D	F
Range	100% to 90%	< 90% to 80%	< 80% - 70%	< 70% to 60%	< 60% to 0%
Points	Over 166	148-166	129-147	111-128	Below 111

GRADING GUIDELINES

To complete assignments, see Assignment Guidelines in Canvas. I will provide feedback on each assignment. Ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be awarded unless there is an emergency (e.g., the Covid-19 pandemic). In case of a late submission, there will be one point subtracted from your grade per day. To receive no penalty for late submission, you must inform me of reasons why you need an extension or incomplete IN ADVANCE.

COURSE POLICIES

Late Work

No credit will be given for late assignments unless the learner's provider and/or UT Tyler's system prevents the student from submitting a discussion post, assignment, quiz, or exam. The student is responsible for contacting the instructor, providing evidence of the outage and submitting any missed work within 24 hours of resolution of any system outage.

Academic Dishonesty Statement

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event that 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. Plagiarism will not be tolerated and learners should be aware that all written course assignments will be checked by plagiarism detection software. Violations of academic integrity will be reported and processed according the guidelines established by the University.

UNIVERSITY POLICIES

The University of Texas at Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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: https://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring, the Census Date is Jan. 28.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Census Date Policies

The Census Date (January 25) is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date).
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

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 census date (See Academic Calendar for the specific date). Exceptions to

the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu.

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 meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

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.

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.

"Cheating" includes, but is not limited to: copying from another student's test paper; using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test; 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; using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program; collaborating with or seeking aid from another student during a test or other assignment without authority; discussing the contents of an examination with another student who will take the examination; 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; substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment; paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or

information about an un-administered test, test key, home solution or computer program; falsifying research data, laboratory reports, and/or other academic work offered for credit; 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 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.

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

"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.

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)

Other Information: What to do in a Crisis:
24/7 Crisis Line: 903.566.7254 What to Do in a Crisis Webpage: https://www.uttyler.edu/counseling/emergencies.php

College of Business Statement of Ethics

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.

TEXTBOOK AND RESOURCES

No textbook is required. Journal articles and book chapters are available via Canvas (Files). All references follow APA formatting guidelines (APA, 2020).

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. American Psychological Association.

Recommended:

Noe, R. A. (2017). *Employee training & development* (7th ed.). McGraw-Hill Education.
Poell, R. F., Rocco, T. S., & Roth, G. L. (Eds.) (2015). *The Routledge companion to human resource development*. Routledge.
Werner, J. M. (2018). *Human resource development* (7th ed.). Cengage Learning.

REQUIRED READINGS

Week 1 (1/11-1/17): Introduction

Livingston, J. S. (1969/2003). Pygmalion in management. *Harvard Business Review*, *81*(1), 97-106.
McLagan, P. A. (1989). Models for HRD practice. *Training and Development Journal*, *43*(9), 49-59.
Optional:
Ulrich, D. (1998). A new mandate for human resources. *Harvard Business Review*, *76*(1), 124-134.

Week 2 (1/18-1/24): Basics of HRD 1 – The Interdisciplinary Nature of HRD

Cho, Y., & Zachmeier, A. (2015). HRD educators' views on teaching and learning: An international perspective [Special issue]. *Advances in Developing Human Resources*, *17*(2), 145-161.
Werner, J. M. (2015). Human resource management and HRD: Connecting the dots or ships passing in the night? In R. F. Poell, T. S. Rocco, & G. L. Roth (Eds.), *The Routledge companion to human resource development* (pp. 89-98). Routledge.
Optional:
Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends*, *61*, 46-52.
Ruona, W. E. A., & Gibson, S. K. (2004). The making of twenty-first-century HR: An analysis of the convergence of HRM, HRD, and OD. *Human Resource Management*, *43*(1), 49-66.

Week 3 (1/25-1/31): Basics of HRD 2 – Ethical Issues

Christensen, C. M. (2010). How will you measure your life? Don't reserve your best business thinking for your career. *Harvard Business Review*, *88*(7/8), 46-51.
Kouchaki, M., & Smith, I. H. (2020). Building an ethical career: A three-stage approach to navigating moral challenges at work. *Harvard Business Review*, *98*(1), 135-139.
Optional:
Russ-Eft, D. (2018). Second time around: AHRD Standards and Ethics and Integrity. *Human Resource Development Review*, *17*(2), 123-127.

Week 4 (2/1-2/7): T&D 1

Arthur Jr., W. A., Bennett, W. Jr., Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, *88*(2), 234-245.

Case 1:
Johnson, S. J., Blackman, D. A., & Buick, F. (2018). The 70:20:10 framework and the transfer of learning. *Human Resource Development Quarterly*, *29*, 383-402.
Optional:
Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, *41*(1), 63-105.

Week 5 (2/8-2/14): T&D 2

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, *13*(2), 74-101.
Case 2:
Beer, M., Finnström, M., & Schrader, D. (2016). Why leadership training fails and what to do about it. *Harvard Business Review*, *94*(10), 50-57.
Optional:
Garavan, T., McCarthy, A., Sheehan, M., Lai, Y., Saunders, M. N. K., Clarke, N., Carbery, R., & Shanahan, V. (2019). Measuring the organizational impact of training: The need for greater methodological rigor. *Human Resource Development Quarterly*, *30*, 291-309.

Week 6 (2/15-2/21): CD 1

Butler, T., & Waldroop, J. (1999). Job sculpting: The art of retaining your best people. *Harvard Business Review*, *77*(5), 144-152.
McDonald, K. S., & Hite, L. M. (2015). Career development in the context of HRD: Challenges and considerations. In R. F. Poell, T. S. Rocco, & G. L. Roth (Eds.), *The Routledge companion to human resource development* (pp. 67-77). Routledge.
Optional:
Hite, L. M., & McDonald, K. S. (2020). Careers after Covid-19: Challenges and changes. *Human Resource Development International*, *23*(4), 427-437.

Week 7 (2/22-2/28): CD 2

Kuchinke, K. P. (2014). Boundaryless and protean careers in a knowledge economy. In J. Walton, J. & C. Valentin (Eds.). *Human resource development: Practices and orthodoxies* (pp. 202-219). Palgrave Macmillan.
Case 3:
Cho, Y., Park, J., Han, S. J. "C.", Ju, B., You, J., Ju, A., Park, C. K., & Park, H. Y. (2017). How do South Korean female executives' definitions of career success differ from those of male executives? *European Journal of Training and Development*, *41*(6), 490-507.
Optional:
Arthur, M. B. (2014). The boundaryless career at 20: Where do we stand, and where can we go? *Career Development International*, *19*(6), 627-640.

Week 8 (3/1-3/7): OD 1

Egan, T. (2015). Organization development in the context of HRD: From diagnostic to dialogic perspectives. In R. F. Poell, T. S. Rocco, & G. L. Roth (Eds.), *The Routledge companion to human resource development* (pp. 53-66). Routledge.
Case 4:
Brook, C., Pedler, M., Abbott, C., & Burgoyne, J. (2016). On stopping doing those things that are not getting us to where we want to be: Unlearning, wicked problems and critical action learning. *Human Relations*, *69*(2), 369-389.

Optional:
Cooperrider, D. L., & Fry, R. (2020). Appreciative inquiry in a pandemic: An improbable pairing. *The Journal of Applied Behavioral Science*, *56*(3), 266-271.

Week 9 (3/8-3/14): Spring Break (no class)

Week 10 (3/15-3/21): OD 2

Cummings, T. G., & Cummings, C. (2014). Appreciating organization development: A comparative essay on divergent perspectives. *Human Resource Development Quarterly*, *25*(2), 141-154.
Case 5:
Askin, N., Petriglieri, G., & Lockard, J. (2016). *Tony Hsueh at Zappos: Structure, culture and change* (Case No. 416-0092). INSEAD.
Optional:
Groysberg, B., Lee, J., Price, J., & Cheng, Y.-J. (2018). The leader's guide to corporate culture: How to manage the eight critical elements of organizational life. *Harvard Business Review*, *96*(1), 44-57.

Week 11 (3/22-3/28): Emerging Trends 1 - Diversity

Ely, R. J., & Thomas, D. A. (2020). Getting serious about diversity: Enough already with the business case. *Harvard Business Review*, *98*(6), 114-122.
Case 6:
Chiu, R. B. (2018). *Google LLC: The diversity manifesto and leader candour* (Case No. 9B18C046). London, Ivey Business School, Western University.
Optional:
Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. *Harvard Business Review*, *94*(7/8), 52-60.

Week 12 (3/29-4/4): Emerging Trends 2 – The Role of HRD in the Covid-19 Pandemic

McLean, G. N., & Jiantreerangkoo, B. (K.). (2020). The role of national HRD in an era of COV-19. *Human Resource Development International*, *23*(4), 418-426.
Case 7:
McGuire, D., Cunningham, J. E. A., Reynolds, K., & Matthews-Smith, G. (2020). Beating the virus: an examination of the crisis communication approach taken by New Zealand Prime Minister Jacinda Ardern during the Covid-19 pandemic. *Human Resource Development International*, *23*(4), 361-379.
Optional:
Li, J., Ghosh, R., & Nachmias, S. (2020). A special issue on the impact of the COVID-19 pandemic on work, worker, and workplace!? Implications for HRD research and practices in time of crisis. *Human Resource Development International*, *23*(4), 329-332.

HRD 5343 COURSE SCHEDULE (may change as the semester progresses)[6]

Unit	Week	Topic	Readings	Assignments
Introduction	1 (1/11-1/17)	Orientation (via Zoom)	Livingston (1969/2003); McLagan (1989)	• Postings (Answer by Wed. & Comments by Sat.) • Introduce yourself (1/11) • Discussion groups

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[6] I will keep you informed about the syllabus with the date updated, as in the syllabus-1-5.

Unit	Week	Topic	Readings	Assignments
Basics	2 (1/18-1/24)	• Basics of HRD 1: The interdisciplinary nature of HRD • **Meet the Leaders 1:** Dr. Werner (U. of Wisconsin)	Cho & Zachmeier (2015); Werner (2015)	• Forming teams • Discussion lead 2
	3 (1/25-1/31)	• Basics of HRD 2: Ethical issues • **Meet the Leaders 2:** Dr. Russ-Eft (Oregon State U.)	Christensen (2010); Kouchaki & Smith (2020)	• **Teams' Ground rules (1/25)** • Discussion lead 3
T&D	4 (2/1-2/7)	T&D 1 & Case 1	Arthur et al. (2003); Johnson et al. (2018)	• Discussion lead 4
	5 (2/8-2/14)	T&D 2 & Case 2	Beer et al. (2016); Salas et al. (2012)	• Discussion lead 5
CD	6 (2/15-2/21)	• CD 1 • **Meet the Leaders 3:** Dr. McDonald (Purdue U.)	Butler & Waldroop (1999); McDonald & Hite (2015)	• **One-pager 1 (T&D)** • Discussion lead 6 • **I will attend the 2021 AHRD Conference (virtual)**
	7 (2/22-2/28)	CD 2 & Case 3	Cho et al. (2017); Kuchinke (2014)	• **Final paper topic selection** • Discussion lead 7
OD	8 (3/1-3/7)	• OD 1 & Case 4 • **Meet the Leaders 4**: Dr. Egan (U of Maryland) • **Meet the Leaders 5:** Drs. Brook & Pedler	Egan (2015); Brook et al. (2016)	• **One-pager 2 (CD)** • Discussion lead 8
	9 (3/8-3/14)	Spring Break (no class)		**Mid-term class and peer evaluation (3/8)**
	10 (3/15-3/21)	OD 2 & Case 5	Askin et al. (2016); Cummings & Cummings (2014)	• **One-page paper outline** • Discussion lead 10
Emerging Trends	11 (3/22-3/28)	Emerging Trends 1: Diversity & Case 6	Chiu (2018); Ely & Thomas (2020)	• **One-pager 3 (OD)** • Discussion lead 11
	12 (3/29-4/4)	Emerging Trends 2: HRD in the Covid-19 Pandemic & Case 7	McGuire (2020); McLean & Jiantreerangkoo (2020)	• Discussion lead 12
Wrap-up and Reflection	13 (4/5-4/11)	Teamwork		
	14 (4/12-4/18)	Draft paper submission		• **Draft paper** (4/12) • Peer-review of a draft paper (4/16) (Fri) • Instructor's feedback on the draft paper (4/16) (Fri)
	15 (4/19-4/25)	Final paper submission		**Final paper** (4/23) (Fri)
	16 (4/26-5/1)	Reflection		• Reflection paper (4/26) • Peer evaluation (final) (4/26) • Course evaluation

APPENDIX 1: Weekly Discussion Postings

Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meeting two deadlines (Wed. & Sat.)	Posts (an answer and two comments) were posted by the two deadlines on Canvas	One of the posts was posted after the deadline on Canvas	Posts were posted after the deadline on Canvas, or posts were missing/not submitted
Citing two required readings in the week's answer	Required two readings were cited in the week's answer	Only one of the required two readings was cited in the week's answer	Neither of the required two readings were cited in the week's answer, or posts were not submitted
Writing in a pointed way and following the APA style (7th ed.)	Writing followed the APA style and was compact and pointed	Writing did not follow the APA style or was not compact and pointed	Writing did not follow the APA style and was not compact and pointed, or posts were not submitted

APPENDIX 2: One-Page Critique (One-Pager)

Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Key Elements	All key elements are included: Your name and course title in the header; the title of the one-pager; a brief summary of key ideas from each domain (T&D, CD, or OD); a critical review of the domain; conclusion; and references	One or two of the key elements is/are missing: Your name and course title in the header; the title of the one-pager; a brief summary of key ideas from each domain (T&D, CD, or OD); a critical review of the domain; conclusion; and references	Two or more of the key elements are missing or one-pager is not submitted: Your name and course title in the header; the title of the one-pager; a brief summary of key ideas from each domain (T&D, CD, or OD); a critical review of the domain; conclusion; and references
Summary of Ideas & Relevance to the Topic	Ideas are clearly summarized in a pointed way and are relevant to the topic	Ideas are summarized for the most part but not in a pointed way. Mostly relevant to the topic but include a few irrelevant ideas	Ideas are not clearly summarized in a pointed way or relevant to the topic. Include irrelevant ideas, or the one-pager is not submitted
Critical Review	Each domain of HRD (T&D, CD, or OD) was analyzed from a critical perspective, which is grounded in substantive ideas	Each domain of HRD was not analyzed from a critical perspective. Only a few elements in the critical review are grounded in substantive ideas	Each domain of HRD was not analyzed from a critical perspective, which is not grounded in substantive ideas, or the one-pager is not submitted
Writing & Attention to Detail	Writing is pointed and clear, and free of typos and grammatical errors. The APA style (7th ed.) is used correctly.	Writing is mostly pointed and clear but includes a few typos and/or grammatical errors. The APA style is used correctly for the most part.	Writing is not pointed and clear but includes several typos and/or grammar errors. The APA style is not used correctly, or the one-pager is not submitted.
Page Limit	The assignment is written in one page as required.	The assignment is a bit longer than one page, violating the requirement.	The assignment is more than one page, violating the requirement, or the one-pager is not submitted.

Joanna Reising   HRD 5343 Foundations of HRD   Fall 2020

Career Development: Summary and Critique

Summary and Key Ideas

Career Development (CD) plays an important role in HRD and ensures that organizations can retain their top talent, balancing employee work satisfaction with the needs of the organization (Butler & Waldroop, 1999; McDonald & Hite, 2015). This "contested terrain" (McDonald & Hite, 2015, p.71) in which the interests of workers and employers clash must be carefully planned and balanced. In order to achieve this, HRD must encourage job sculpting within organizations to ensure worker job satisfaction (Butler & Waldroop, 1999), and must embrace the concept of the protean career, which allows personal and professional growth (Kuchinke, 2014).

Critical Review

Organizations could retain employees by establishing career paths and ensuring that workers have an adequate work-life balance (Butler & Waldroop, 1999; Kuchinke, 2014). Job sculpting results in an increased chance of retaining talented workers by matching them to jobs that allow them to embody their "deeply embedded life interests" (Butler & Waldroop, 1999, p.146). Job sculpting goes hand in hand with the concept of the protean career, in which an individual takes great psychological satisfaction from the work that they do (Kuchinke, 2014). Women CEOs in South Korea, for instance, have forged their own career paths by finding work in multinational corporations, whose values align with their own and where support is found in the form of mentors and in-house development programs (Cho et al., 2019). HRD practitioners have a responsibility to aid managers in acting as career developers by ensuring that they have been trained with the proper skills in coaching and delivering feedback. HRD must also meet the challenge of creating sustainable careers that give individuals purpose and meaning by reinforcing the links between work, social, and family life (Hite & McDonald, 2020).

Conclusion

CD will benefit both the organization and its employees when a proper work-life balance has been found and employees find their work meaningful. When employees are matched with jobs that embody their interests and values, their commitment to the organization will be stronger. HRD practitioners can encourage career development by providing support to managers as career developers and by creating sustainable careers.

References

Butler, T., & Waldroop, J. (1999). Job sculpting: The art of retaining your best people. *Harvard Business Review, 77*(5), 144-152.

Cho, Y., Park, J., Han, S. J., Ho, Y. (2019). "A woman CEO? You'd better think twice!" Exploring career challenges of women CEOs at multinational corporations in South Korea. *Career Development International, 24*(1), 91-108.

Hite, L. M., & McDonald, K. S. (2020). Careers after Covid-19: Challenges and changes. *Human Resource Development International, 23*(4), 427-437.

Kuchinke, K. P. (2014). Boundaryless and protean careers in a knowledge economy. In J. Walton & C. Valentin (Eds.). *Human resource development: Practices and orthodoxies* (pp. 202-219). Palgrave Macmillan.

McDonald, K. S., & Hite, L. M. (2015). Career development in the context of HRD: Challenges and considerations. In R. F. Poell, T. S. Rocco, & G. L. Roth (Eds.), *The Routledge companion to human resource development* (pp. 67-77). Routledge.

APPENDIX 4: One-Page Paper Outline
Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Key Elements	All key elements are included: title, purpose (one sentence), context (background), literature review, significance of the paper (position statement), implications for HRD research and practice, and references	One or two of the key elements is/are missing: title, purpose (one sentence), context (background), literature review, significance of the paper (position statement), implications for HRD research and practice, and references	Two or more of the key elements are missing: title, purpose (one sentence), context (background), literature review, significance of the paper (position statement), implications for HRD research and practice, and references
Being Thorough	The paper outline is thorough. It gives an excellent idea about the final position paper	The paper outline is mostly thorough. It gives a good idea about the final position paper. Needs more detail to be thorough	The paper outline is not thorough. It does not give an idea about the final position paper. Needs much more detail to be thorough
Page Limit	The paper outline is written in one page as required	The paper outline is a bit longer than one page, violating the requirement	The paper outline is more than one page, violating the requirement
Revision	No revision is required after the initial submission of the paper outline	One revision is required after the initial submission of the paper outline	More than one revision is required after the initial submission of the paper outline
Writing	Writing is pointed, clear, and free of typos and follows the APA (7th ed.)	Writing is mostly pointed, clear, and includes a few typos and follows the APA (7th ed.)	Writing is not pointed, clear, and includes several typos and follows the APA (7th ed.)

APPENDIX 5: One-Page Outline Sample

Rutledge, Lara, & Bandana   HRD 5343   Fall 2020

Covid – 19's Impact on Human Resources Development Today and Tomorrow

Purpose

The purpose of this paper is to analyze the Covid-19 impacts on Human Resources Development (HRD) now and in the future. We will look at the effect that Covid-19 has had on people in the workplace and discuss how organizations are having to change the way they operate to survive in this new Covid-19 environment. HRD practitioners play a key role in helping to prepare their organization's employees to face the many challenges of working in today's Covid-19 Pandemic.

Literature Review

The literature shows that the three domains of HRD are critical when dealing with employees and how they face the challenges of working in a Covid-19 environment. Career Development (CD) plays a large role in dealing with employees and covid-19. The pandemic has changed the career path of many people as they do more work from home, look for jobs with healthcare benefits, and respond to a higher demand for technology driven careers (Hite & McDonald, 2020). The pandemic has led to an increased importance of training and development (T&D). When learning transfer is working in an organization, employees are happier and do a better job (Johnson et al., 2018). Organization Development (OD) is all about change and how the organization goes about accomplishing this change (Askin et al., 2016). The Covd-19 pandemic continues to force organizations to change and adapt, and moving forward, more organizations will depend on their HRD practitioners to implement this change.

Significance of the Paper (Position Statement)

Covid-19 has had a significant impact on HRD practitioners and that will more than likely continue moving forward into the future. Organizations that have HRD practitioners that can implement the domains of HRD effectively will be better positioned than their competitors going forward. As more people become affected by the Covid-19 pandemic, HRD practitioners will be asked to shoulder an even bigger load of making the situation safer and better for their organizations by thinking outside of the box and finding ways to keep their organizations safe.

Implications for HRD Research and Practice

OD, T&D, and CD are all domains that HRD practitioners can use to keep their organizations safe and engaged during the Covid-19 pandemic. The Covid-19 pandemic will test an organization's resilience, leadership, preparedness, systems, and people now and in the future (Germain & McGuire 2014). HRD practitioners work hard to create a culture in their organizations that makes employees happy, which in turn, leads to happy customers (Askin et al., 2016).

References

Askin, N., Petriglieri, G., & Lockard, J. (2016). *Tony Hsueh at Zappos: Structure, culture and change* (Case No. 416-0092). INSEAD.

Germain, M.-L., & McGuire. (2014). The Role of Swift Trust in Virtual Teams and implications for Human Resource Development. *Advances in Developing Human Resources, 16* (3), 356–370.

Hite, L. M., & McDonald, K. S. (2020). Careers after Covid-19: Challenges and changes. *Human Resource Development International, 23*(4), 427-437.

Johnson, S. J., Blackman, D. A., & Buick, F. (2018). The 70:20:10 framework and the transfer of learning. *Human Resource Development Quarterly, 29*, 383-402.

APPENDIX 6: Final Position Paper

Rubric

Criteria	Rating			
	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Elements - *Did you include all key elements of the final paper?*	The paper includes all the required elements: cover page (title), main body (introduction, literature review, significance of the paper (position statement), and implications for HRD research and practice), and references	The paper includes all but one or two of the required elements as listed	The paper includes all but two or more of the required elements as listed	The paper is not submitted, or it does not include many of the required elements as listed
Significance - *Why does your position matter to HRD?*	The paper is written in ways that show the authors' clear position statement answering why it is significant in HRD	The paper is mostly written in ways that show the authors' clear position statement answering why it is significant in HRD	The paper is not sufficiently written in ways that show the authors' clear position statement answering why it is significant in HRD	The paper is not submitted, or was not written in ways that show the authors' clear position statement answering why it is significant in HRD
Organization and Logical Flow - *Is the paper well-organized with a logical flow?*	The paper is well-organized, and ideas flow logically. Writing demonstrates an understanding of the HRD field.	The report is adequately organized, and ideas are arranged reasonably. Writing demonstrates an understanding of the HRD field.	The paper is somewhat organized, and ideas do not flow well. Writing does not demonstrate an understanding of the HRD field.	The paper lacks logical organization. Writing does not demonstrate any understanding of the HRD field, or the paper is not submitted.
Clarity - *Is the paper written in ways that HRD professionals can easily understand?*	The paper is well written, clear, free from grammar and spelling errors. Ideas are clearly stated for HRD professionals to easily understand.	The paper shows above-average quality and clarity in writing. Ideas are mostly well-stated for HRD professionals to easily understand.	The paper shows an average quality of writing. Most ideas are not well-stated for HRD professionals to understand.	The paper shows a below-average writing quality. Ideas are not well-stated for HRD professionals to understand, or the paper is not submitted.
Relevance - *Is the paper relevant to the foundations of HRD?*	The paper includes relevant information and ideas about the foundations of HRD. Content is pointed and clear and sufficiently detailed.	For the most part, the paper includes relevant information and ideas about the foundations of HRD. Content is mostly pointed and clear but is not sufficiently detailed.	The paper includes little relevant information and ideas about the foundations of HRD. Content is not pointed and clear, and/or is not sufficiently detailed.	The paper does not include relevant information and ideas about the foundations of HRD. Content is not pointed and clear, and is not sufficiently detailed, or the paper is not submitted.
Attention to Details - *Did you follow the APA (7th ed.) formatting guidelines?*	The paper demonstrates authors' ability to pay attention to detail; the APA formatting guidelines are used in text and references	The paper demonstrates authors' ability to pay attention to detail, but there are minor issues noted in APA formatting guidelines in text and references	The paper does not demonstrate authors' ability to pay attention to detail. Some errors are noted in APA formatting guidelines in text and references.	The paper does not demonstrate authors' ability to pay attention to detail. Several errors are noted in APA formatting guideline in text and references, or the paper is not submitted.

APPENDIX 7: Peer Evaluation Form

Evaluate each member (including you) by circling the number that best reflects the extent to which he/she participated, prepared, helped the group excel and was a team player. Use the following ratings:

4 Usually (over 90% of the time)	2 Sometimes (less than half the time)
3 Frequently (more often than not)	1 Rarely (never or once in a great while)

Preparation
Prepared for team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time to team meetings

Participation & Communication
Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate

Helps Group Excel
Expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages others to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects

Team Player (Cooperation)
Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others

Member Name	Team Player	Helps Group Excel	Participation & Communication	Preparation
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
(yourself)	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely

Please use this space for any additional comments.

Honor Pledge: To the best of my recollection and ability, the above ratings accurately reflect the performance of my peers and myself.

Signature: _____ Date: _____