

HRD 6353: ADVANCED QUALITATIVE RESEARCH METHODS IN HRD (82108)

FALL 2025

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

Instructor:	Dr. Yonjoo Cho (ycho@uttyler.edu), Professor (COB 315.21)
Class Time & Place:	8/25 – 12/7 (Thanksgiving holidays: Week of 11/24 – no class) at COB 111
In-Person Meetings:	9/6, 9/27, 10/18, 11/8, and 12/6 (Sat) at 8:00am to noon CT
Textbook:	Creswell and Poth (2025)
Draft Presentation:	12/6 (Sat)
Office Hours:	Tuesday and Thursday between 6:00pm and 9:00pm – Reserve 30-minute for an individual clinic on Google Docs at Home (TBA)
Communication:	Canvas, email, Zoom, and telephone at 903-566-7260
Course Access:	https://uttyler.instructure.com/courses/49467
Zoom:	https://uttyler.zoom.us/my/yjcho

COURSE DESCRIPTION

In this course, students will learn the essential elements and principles of five qualitative research designs: basic qualitative research, phenomenology, grounded theory, ethnography, and qualitative case study that are commonly used in social sciences and HRD. To that end, students will read textbook chapters, review cases, and write a scaled-down qualitative research paper including introduction (problem statement and theoretical background), method, and findings and discussion, following the APA formatting guidelines (2020).

COURSE OBJECTIVES/LEARNING OUTCOMES

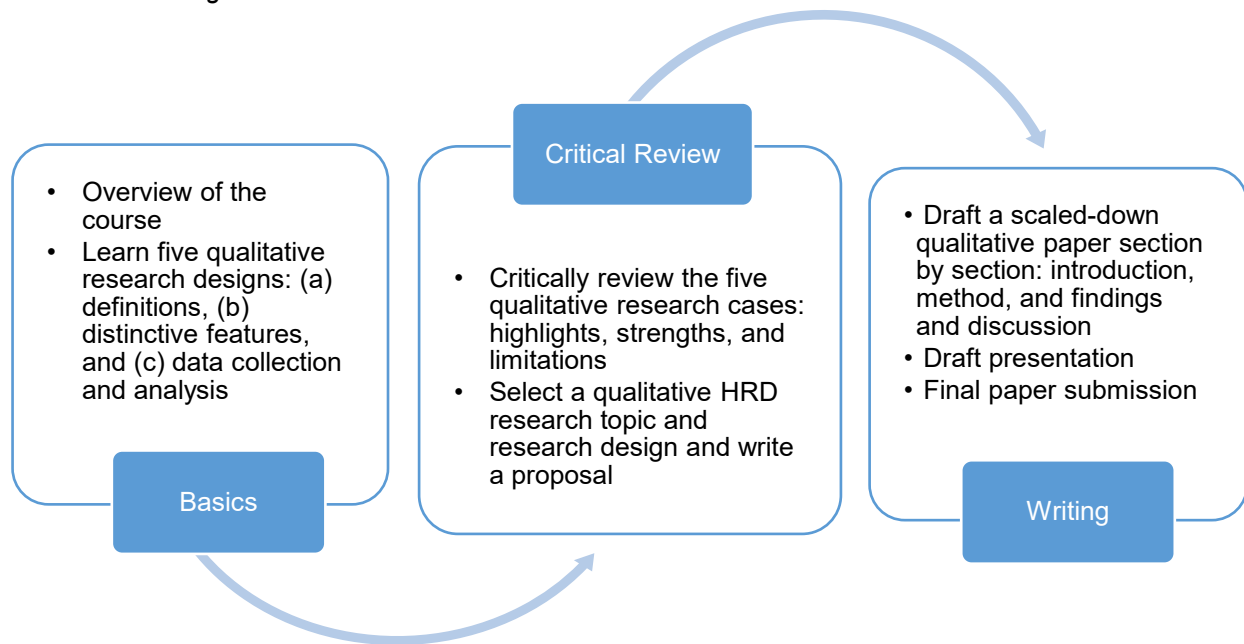
After completing this course, students will be able to:

- Define what qualitative research means in comparison with quantitative research
- Critically review five select qualitative research cases
- Compare five qualitative research designs
- Choose the most appropriate qualitative research design for a scaled-down qualitative study: a basic qualitative research or qualitative case study
- Conduct a qualitative study based on a select research design and methods chosen
- Work through the data collection and analysis process in the second half of the semester
- Write a scaled-down qualitative paper section by section
- Peer-review an assigned student's writing to develop manuscript review and writing skills
- Reflect on the process of writing a qualitative research paper and class activities at the end

COURSE OUTLINE

In this course, students will learn about five qualitative research designs and write a scaled-down qualitative paper as shown in Figure 1.

Figure 1
The Course Design



In this course, the following topics will be covered:

- Qualitative research: Basics
- Five qualitative research designs: a basic qualitative research, grounded theory, phenomenology, ethnography, and qualitative case study
- Critical review of five qualitative research cases
- Synthesis: Writing a qualitative research paper
- Draft presentation and final paper submission
- Reflection: Lessons learned from writing a paper and class activities

CLASS FORMAT: HYBRID LEARNING

This course is designed as a hybrid format combining in-person and Canvas learning. Doctoral students are required to attend all five scheduled in-person classroom sessions as designated in COB 111. To act professionally, don't be late for the class, as I begin the class on time.

READ ME FIRST (Canvas Modules)

Begin each week by reading the Read Me First (Canvas Modules) that will be posted by **Saturday at 9:00am CT**. In Read Me First pages, I will guide you to the content and things to do in the following week.

FEEDBACK-BASED

My teaching philosophy is that students should strive for excellence through my developmental feedback; therefore, I am going to provide detailed feedback whenever needed. In the process, you will learn how to meet assignment guidelines as directed and improve writing as doctoral students, correctly following the APA formatting guidelines (2020) required in HRD and the College of Business.

To make this developmental process of assignments possible, seamless communication between students and the instructor is highly encouraged:

- If you want to have an individual clinic, sign up for a 30 min session on Google Docs during office hours on Tuesday and Thursday between 6:00pm and 9:00pm CT via Zoom.
- To that end, make a reservation via Google Docs at Canvas Home (TBA)
- If your message is urgent, send me an email at ycho@uttyler.edu.

INSTRUCTOR EXPECTATIONS

This course is based on two-way communication between the instructor and students. I expect you to aim at achieving learning goals that meet quality standards at the doctoral degree level. It is YOU who should take responsibility for achieving the learning goals and completing all assignments and class activities meeting the due dates. In each step of the process, I will be there to provide you with prompt, constant, and detailed feedback. If assignment guidelines are unclear to you, ask for clarification.

Based on my teaching over the past 17 years, five years at UT Tyler and 12 years at Indiana University Bloomington, I must say with confidence that the most critical success factor for student learning is communication, communication, and communication, which requires a lot of doctoral students' leg work! The good news is that you know my teaching style and expectations as you took HRD 6312 before. 😊

ASSIGNMENTS AND DUE DATES

You are required to complete four assignments: weekly postings, a qualitative research paper, class activities, and a reflection paper. Submit assignments in Word unless there are specific guidelines.

No	Topic		Point (%)	Due
1	Weekly Discussion Postings: (7 weeks x 20 pts)		140 (28)	1 Answer by Wed 2 Comments by Sat
2	Qualitative Research Paper	Topic Selection (10)	240 (48)	10/5
		One-Page Proposal (20) & Presentation (10)		10/12
		Introduction (20)		10/26
		Method (30) & Presentation (10)		11/2
		Findings & Discussion (40)		11/23
		Draft Paper (40) & Presentation		12/1 (Mon)
		Draft Presentation (20)		12/6
		Final Paper (40)		12/8 (Mon)
3	Class Participation	Introduce Yourself (10)	100 (20)	8/27 (Wed)
		Discussion Lead (20)		8/27 (decision)
		One-Page Comparison (30)		9/28
		Peer Review of 4 Writings (10x4)		10/29, 11/5, 11/26 & 12/3
4	Reflection Paper		20 (4)	12/8 (Mon)
Total:			500 (100)	

WEEKLY DISCUSSION POSTINGS (140 pts)

Each week, I will post a discussion question on Canvas Discussion, and a discussion leader will lead the week's discussion. Post one compact and pointed answer **within four sentences** by the end of **Wednesday** and two comments on other students' answers by the end of **Saturday**. This assignment is worth 20 points each week: 10 points for an answer and 10 (5x2) points for two comments. Revise your answer based on my feedback by Sat to earn the full 20 points. See the following sample answer in four sentences:

Question: What are the unique features of qualitative research?

Answer: To ensure reliable, valid, and ethical qualitative research, researchers must commit to extensive fieldwork, rigorous data analysis, and ethical reflection (Creswell & Poth, 2018). Subjectivity is inescapable in qualitative research, but it can be managed by actively monitoring it throughout the research process, allowing researchers to acknowledge their biases and offering readers a clearer understanding of how personal perspectives may have influenced the study's findings (Peshkin, 1988). Unlike quantitative research, qualitative research should be evaluated based on trustworthiness, comprising credibility, transferability, dependability, and confirmability, and authenticity, which ensures that all viewpoints are represented (Bell et al., 2019). Based on the three readings, I'd say that the unique features of qualitative research include making thoughtful ethical considerations to manage subjectivity, systematically analyzing the non-numerical data, and maintaining awareness of internal biases to uphold the integrity and objectivity of the qualitative study (quoted from Katherine Huff, Fall 2024).

To lead a discussion, choose a week your choice on a [Google Doc](#) (due: 8/27). Discussion lead is an excellent opportunity to manage a week's discussion so that you learn how to strengthen your knowledge of the topic and to ask probing questions to engage students in in-depth discussion. To that end:

- Read all required and optional readings.
- Read all student postings.
- Respond to interesting or intriguing postings, provide thoughtful feedback, and ask probing questions for in-depth discussion.
- To earn the full 20 points in this assignment, you must be present in the week for a minimum of three days and provide approximately 10 postings total.
- Avoid leading the discussion on Saturday afternoon as students are not actively engaged.

In weekly discussions, doctoral students will better understand how to write well and develop critical thinking skills. I will provide feedback on your postings if you didn't meet the posting requirements on Thursday, so that you can revise your answers by Saturday. Post your answer and two comments early so that you can engage other students in discussion (see **Appendix 1** for the postings rubric).

QUALITATIVE RESEARCH PAPER (240 pts)

Write a double-spaced, 15-page qualitative research paper on your choice of an HRD topic, including main body and references as well as tables and appendices. The purpose of this assignment is to see how much you understand a qualitative research design and process learned in class and how well you know how to write, correctly following the APA writing style (2020). In the scaled-down paper, add key elements: introduction (problem statement and theoretical background), method, findings and discussion (implications for HRD research and practice), and references, along with tables and appendices.

To complete this assignment, choose an HRD topic of interest, write a one-page proposal and a draft paper including the sections listed, present a draft paper, and submit a final paper. To that end, work through the following steps:

One-Page Proposal (single-spaced): Write a one-page proposal that provides details on what needs to be done to write a qualitative research paper. This one-page proposal must include:

- The course title (on the left) and your name (on the right) in the header
- The title of your paper (boldfaced and centered)
- A purpose statement in a one sentence
- Introduction: State the research problem of why you conduct a qualitative study and provide a brief review of the literature on the topic.
- Method: Choose a qualitative research design (e.g., basic qualitative research design), provide a rationale for the selection, and present information about participants and sampling, data collection, and data analysis.
- Discussion: Provide implications of the study for HRD research and practice.
- 3 to 5 References cited in text

Use Times, Arial, or Calibri 11pt font. This single-spaced one-page proposal will be evaluated for criteria: inclusion of key elements, being thorough, one-page limit, the number of revisions, and writing (APA 7th ed.) (see **Appendix 2** for the proposal rubric and **Appendix 3** for a sample).

Qualitative Research Paper (double-spaced): Write a double-spaced, 15-page qualitative research paper, including:

- Header: Add a page number on the upper right.
- Cover: Title your paper (boldfaced and centered) and add the information needed on the cover, correctly following the APA writing style (2020).
- Introduction: State the purpose of the qualitative study in one sentence, provide a rationale for the selection of an HRD topic, state the research problem, present the theoretical background, and state how the study will contribute to HRD. Add a bridging sentence that gives readers an overview of the paper at the end.
- Method: Provide a rationale for the selection of a qualitative research design and details on the qualitative research process, including participants (at least three) and sampling, data collection, and data analysis (using *NVivo* or *Atlas.ti* as qualitative data analysis software is encouraged!), and validity and reliability statements.
- Findings: Present study findings in the form of three themes and add a few long, powerful block quotes as evidence when explaining themes
- Discussion: Highlight the significance of the study findings, implications for HRD research and practice, and study limitations.
- References
- Table 1: Interview Participants; Table 2: Sample Coding
- Appendix A: Interview Protocol

Use **Times 12pt**, or Arial or Calibri 11pt font. The paper will be evaluated for criteria including: (a) required elements, (b) selection of a qualitative research design, (c) relevance to HRD, (d) organization and logical flow, (e) clarity, and (f) attention to details (e.g., APA) (see **Appendix 4** for the final paper rubric).

CLASS PARTICIPATION (100 pts)

Actively participate in class activities including: (a) introduce yourself, (b) discussion lead, (c) one-page comparison, and (d) four peer-reviews of the assigned student's section and paper.

The purpose of the **one-page comparison** is to see students' understanding of five qualitative research designs in terms of distinctive features, strengths, and limitations. In a one-page word document, create a comparison table, followed by a compact and pointed explanation.

The purpose of **peer review** of the assigned students' four writings (introduction, method, findings and discussion, and draft paper) is to give doctoral students an opportunity to see other students' writings and provide feedback on their content and technicality. Each peer review is due by Wednesday in the following week of the submission of four writings by Sunday.

REFLECTION PAPER (20 pts)

Write a single-spaced, one-page reflection paper that includes lessons learned from class activities and writing assignments. To that end, title the paper aptly summing up the student's learning experience and add (a) a purpose statement and introduction, (b) key points of lessons learned, and (c) suggestions/conclusions. Use Times, Arial, or Calibri 11pt font and make it constructive.

GRADING GUIDELINES

See Assignment Guidelines on Canvas to ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be provided unless there is an emergency (e.g., pregnancy). 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 the reason why you need an extension or incomplete **in advance**.

COURSE POLICIES

AI Use

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, AI is not permitted at all. I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

Class Meeting Attendance

Attending all class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. Excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

Late Work

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

Academic Dishonesty Statement

The faculty expects from 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 to the guidelines established by the University.

UNIVERSITY POLICIES and UT TYLER RESOURCES FOR STUDENTS

Information is available on the Canvas Syllabus

COLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national, and global business communities are an ever-increasing challenge. It is essential that the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. To accomplish these goals, both students and faculty of the Soules College of Business 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.

Furthermore, the Soules College of Business strongly adheres to the UT Tyler [Honor Code](#): "*Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.*"

RESOURCES

HRD PhD Program Handbook (2025)

HRD Dissertations at [UT Tyler](#) and [AHRD](#)

APA Formatting Guidelines

You are required to follow the APA (2020) in all writing assignments:

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

To get the hang of it:

- See mini lectures on ppt on APA: Basics and APA for doctoral students on Canvas Files
- See how I referenced publications in this syllabus

HRD Journals: Five representative HRD journals include:

- *Advances in Human Resource Development* ([ADHR](#)),
- *European Journal of Training and Development* ([EJTD](#)),
- *Human Resource Development International* ([HRDI](#)),
- *Human Resource Development Quarterly* ([HRDQ](#)), and
- *Human Resource Development Review* ([HRDR](#)).

HRD Masterclass Podcast Series: The Academy of Human Resource Development ([AHRD](#)), which is the premier organization in HRD, has published several podcast series that explore the fundamentals and different aspects of HRD. Each episode includes a one-on-one interview with a guest, as well as a group discussion where two to three guests discuss their shared interest in the episode topic. This is an outstanding resource to understand the most current topics and foundations of HRD.

Qualitative Data Analysis (QDA) Software: Use of QDA software is a must in this course. To that end, choose one from NVivo, Atlas.ti, MAXQDA, or Dedoose and apply for analysis of the interview data collected.

UT Tyler Business Librarian: You may contact Melissa Watson (melissawatson@uttyler.edu) when needing help in search HRD literature.

UT Tyler Qualitative Book Club: Led by Drs. Yonjoo Cho (HRD), Diana Smedley (Psychology & Counseling), Jennifer Watters (Educational Leadership), and Beth Hyatt (HRD), we will meet monthly to read a qualitative research book (Merriam & Grenier, 2019) to share scholarly and practical know-how for conducting qualitative research. If you are interested, contact me.

TEXTBOOK

Creswell, J. W., & Poth, C. N. (2025). *Qualitative inquiry & research design: Choosing among five approaches* (5th ed.). SAGE.

RECOMMENDED

Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Glaser, B. G., & Strauss, A. L. (1999). *The discovery of grounded theory: Strategies for qualitative research*. Routledge.

Merriam, S. B., & Grenier, R. S. (2019). *Qualitative research in practice: Examples for discussion and analysis* (2nd ed.). Jossey-Bass.

- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Paulus, T. M., & Lester, J. N. (2022). *Doing qualitative research in a digital world*. SAGE.
- Pollock, T. G. (2025). *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes* (2nd ed.). Edward Elgar Publishing.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE.

QUALITATIVE RESEARCH CASES

Basic Qualitative Research – Case 1

- 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. <https://doi.org/10.1108/CDI-03-2018-0078>

Grounded Theory – Case 2

- Lundgren, H., Poell, R. F., & Kroon, B. (2019). “This is not a test”: How do human resource development professionals use personality tests as tools of their professional practice? *Human Resource Development Quarterly*, 30, 175-196. <https://doi.org/10.1002/hrdq.21338>

Phenomenology – Case 3

- Hutchins, H. M., & Rainbolt, H. (2017). What triggers imposter phenomenon among academic faculty? A critical incident study exploring antecedents, coping, and development opportunities. *Human Resource Development International*, 20(3), 194-214. <https://doi.org/10.1080/13678868.2016.1248205>

Ethnography – Case 4

- Keshtiban, A. E., Callahan, J., & Harris, M. (2023). Leaderlessness in social movements: Advancing space, symbols, and spectacle as modes of “leadership”. *Human Resource Development Quarterly*, 34(3), 19-43. <https://doi.org/10.1002/hrdq.21460>

Qualitative Case Study – Case 5

- Ghosh, R., & Nadkarni, S. (2022). Navigating tensions in rendering both career and psychosocial functions: An exploratory study of hybrid multiplex developmental relationships. *Human Resource Development Quarterly*, 33(1), 69–93. <https://doi.org/10.1002/hrdq.21435>

REQUIRED READINGS

As a doctoral student, search all journal articles on your own through the UT Tyler library system or click on the hyperlinked doi numbers below. I posted all book chapters and optional readings, except Creswell and Poth (2025) book chapters, on Canvas Files.

Week 1 (8/25 – 8/31) – What is qualitative research?

- Creswell, J. W., & Poth, C. N. (2025). Chapter 3: Designing a qualitative study. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed.) (pp. 47-73). SAGE.
- Merriam, S. B., & Grenier, R. S. (2019). Chapter 1: Introduction to qualitative research. In *Qualitative research in practice: Examples for discussion and analysis* (2nd ed.) (pp. 3-18). Jossey-Bass.
- Peshkin, A. (1988). In search of subjectivity—One’s own. *Educational Researcher*, 17(7), 17-21. <https://doi.org/10.3102/0013189X017007017>

Week 1 – Optional

Reio, T. G. (2021). The ten research questions: An analytic tool for critiquing empirical studies and teaching research rigor. *Human Resource Development Review*, 20(3), 374-390. <https://doi.org/10.1177/15344843211025182>

Week 2 (9/1 – 9/7) - Five Qualitative Research Designs [Meeting 1]

Creswell, J. W., & Poth, C. N. (2025). Chapter 4: Five qualitative approaches to inquiry. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed.) (pp. 75-133). SAGE.

Merriam, S. B., & Tisdell, E. J. (2016). Chapter 2: Six common qualitative research designs. In *Qualitative research: A guide to design and implementation* (4th ed.) (pp. 22-42). Jossey-Bass.

Zarestky, J. (2023). Navigating multiple approaches to qualitative research in HRD. *Human Resource Development Review*, 22(1), 126-138. <https://doi.org/10.1177/15344843221142106>

Week 2 – Optional

Cho, Y., Grenier, R., & Williams, P. (2022). Introduction: Innovation in qualitative research in HRD. *European Journal of Training and Development*, 46(7/8), 685-692. <https://doi.org/10.1108/EJTD-05-2022-0058>

Week 3 (9/8 – 9/14) - Study Focus with Case 1 (Basic Qualitative Research) & Case 2 (Grounded Theory)

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. <https://doi.org/10.1108/CDI-03-2018-0078>

Creswell, J. W., & Poth, C. N. (2025). Chapter 6: Introducing and focusing the study. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed.) (pp. 155-174). SAGE.

Lundgren, H., Poell, R. F., & Kroon, B. (2019). “This is not a test”: How do human resource development professionals use personality tests as tools of their professional practice? *Human Resource Development Quarterly*, 30, 175-196. <https://doi.org/10.1002/hrdq.21338>

Week 3 – Optional

Bakker, J. I. (H.) (2019). Grounded theory methodology and grounded theory method: Introduction to the special issue. *Sociological Focus*, 52(2), 91-106. <https://doi.org/10.1080/00380237.2019.1550592>

Week 4 (9/15 – 9/21) – Qualitative Data Collection with Case 3 (Phenomenology) & Case 4 (Ethnography)

Creswell, J. W., & Poth, C. N. (2025). Chapter 7: Data collection. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed.) (pp. 175-213). SAGE.

Hutchins, H. M., & Rainbolt, H. (2017). What triggers imposter phenomenon among academic faculty? A critical incident study exploring antecedents, coping, and development opportunities. *Human Resource Development International*, 20(3), 194-214. <https://doi.org/10.1080/13678868.2016.1248205>

Keshtiban, A. E., Callahan, J., & Harris, M. (2023). Leaderlessness in social movements: Advancing space, symbols, and spectacle as modes of “leadership”. *Human Resource Development Quarterly*, 34(3), 19-43. <https://doi.org/10.1002/hrdq.21460>

Week 4 – Optional

- Barley, S. R. (2016). Confessions of a mad ethnographer. In K. D. Elsbach & R. M. Kramer (Eds.), *Handbook of qualitative organizational research: Innovative pathways and methods* (pp. 465-475). Routledge.
- Kwon, C.-k. (2023). Resistance from the margin: An autoethnographic account of academic ableism. *Human Resource Development Quarterly*, 35, 89-107. <https://doi.org/10.1002/hrdq.21498>

Week 5 (9/22 – 9/28): Qualitative Data Analysis with Case 5 (Qualitative Case Study) & Comparison [Meeting 2]

- Creswell, J. W., & Poth, C. N. (2025). Chapter 8: Data analysis and representation. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed.) (pp. 215-256). SAGE.
- Ghosh, R., & Nadkarni, S. (2022). Navigating tensions in rendering both career and psychosocial functions: An exploratory study of hybrid multiplex developmental relationships. *Human Resource Development Quarterly*, 33(1), 69–93. <https://doi.org/10.1002/hrdq.21435>
- Lester, J., Cho, Y., & Lochmiller, C. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94-106. <https://doi.org/10.1177/1534484320903890>

Week 5 – Optional

- Paulus, T. M. (2023). Using qualitative data analysis software to support digital research workflows. *Human Resource Development Review*, 22(1), 139-148. <https://doi.org/10.1177/15344843221138381>

Week 6 (9/29 – 10/5) – Validity, Reliability, and Ethics

- Anderson, V. (2017). Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 125-133. <https://doi.org/10.1002/hrdq.21282>
- Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219-234. <https://doi.org/10.1177/1468794112468475>
- Merriam, S. B., & Grenier, R. S. (2019). Chapter 2: Assessing and evaluating qualitative research. In *Qualitative research in practice: Examples for discussion and analysis* (2nd ed.) (pp. 19-35). Jossey-Bass.

Week 6 – Optional

- Tracy, S.J. (2010). Qualitative quality: Eight “Big Tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. <https://doi.org/10.1177/1077800410383121>

Week 7 (10/6 – 10/12) – Writing a One-Page Proposal

- Bell, E., Bryman, A., & Harley, B. (2019). Chapter 7: Writing up business research. In *Business research methods* (5th ed.) (pp. 137-159). Oxford University Press.
- Creswell, J. W., & Poth, C. N. (2025). Chapter 9: Writing a qualitative study. In *Qualitative inquiry & research design: Choosing among five approaches* (5th ed.) (pp. 257-284). SAGE.

Week 8 (10/13 – 10/19) – Proposal presentation and reflection [Meeting 3]

Week 11 (11/3 – 11/9) – Method presentation and reflection [Meeting 4]

Week 15 (12/1 – 12/7) – Draft presentation, final paper submission, & reflection [Meeting 5]

HRD 6353 COURSE SCHEDULE¹

Meeting	Week	Topic	Reading	Assignment
Meeting 1 (9/6) - Overview	1 (8/25-8/31)	Introduction: what is qualitative research?	• Creswell & Poth-ch3 • Merriam & Grenier (2019)-ch1 • Peshkin (1988)	• Introduce yourself (8/27) • Discussion lead (8/27) • Discussion 1: 1 answer (8/27) & 2 comments (8/30)
	2 (9/1-9/7)	Course overview 5 qualitative research designs	• Creswell & Poth-ch4 • Merriam & Tisdell-ch2 • Zarestky (2023)	Discussion 2
Meeting 2 (9/27) – Comparison of Qualitative Research Designs	3 (9/8-9/14)	Study focus Case 1 (Basic qualitative research) Case 2 (Grounded theory)	• Cho et al. (2019) • Creswell & Poth-ch6 • Lundgren et al. (2019)	Discussion 3
	4 (9/15-9/21)	Qualitative Data collection Case 3 (Phenomenology) Case 4 (Ethnography)	• Creswell & Poth-ch7 • Hutchins & Rainbolt (2017) • Keshtiban et al. (2023)	Discussion 4
	5 (9/22-9/28)	Qualitative Data analysis Case 5 (Case study) Comparison of 5 research designs	• Creswell & Poth-ch8 • Ghosh & Nadkarni (2022) • Lester et al. (2020)	• Discussion 5 • One-page comparison (9/28)
Meeting 3 (10/18) – Writing a Proposal	6 (9/29-10/5)	Validity, reliability, and ethics	• Anderson (2017) • Berger (2015) • Merriam & Grenier (2019)-ch2	• Discussion 6 • Topic selection (10/5)
	7 (10/6-10/12)	Writing a one-page proposal	• Bell et al. (2019)-ch7 • Creswell & Poth (2018)-ch9	• Discussion 7 • One-page proposal & presentation file (10/12)
	8 (10/13-10/19)	Proposal presentation and reflection		
Meeting 4 (11/8) – Writing Method	9 (10/20-10/26)	Writing Introduction	Pollock (2025)-ch5 & ch9	Introduction (10/26)
	10 (10/27-11/2)	Writing Method	Pollock (2025)-ch7	• Peer review 1 (10/29) • Method and presentation file (11/2)
	11 (11/3-11/9)	Method: Presentation and reflection		Peer review 2 (11/5)
Meeting 5 (12/6) – Draft Presentation	12 (11/10-11/16)	Writing Findings and Discussion	Pollock (2025)-ch8	Findings and Discussion (11/23)
	13 (11/17-11/23)			
	14 (11/24-11/30)	Thanksgiving Week		Peer review 3 (11/26)
	15 (12/1-12/7)	Draft Presentation (12/6) Final Paper Reflection		Draft paper and presentation file (12/1) Peer review 4 (12/3) Final paper (12/8) Reflection paper (12/8) Course Evaluation

¹ All due dates and assignments are subject to change depending on the circumstances throughout the semester. Data collection and analysis should be done on an individual basis.

APPENDIX 1: Weekly Discussion Postings

Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meet the two deadlines (Wed & Sat)	Posts (an answer and two comments) were posted by the two deadlines	One of the posts was posted after the deadline	Posts were posted after the deadline, or posts were missing/not submitted
Follow the recommended logical flow: Cite required readings and answer the week's question	Followed the recommended logical flow: 3 (or 2) required readings were cited, and the week's question was answered	Partially followed the recommended logical flow: Only 2 (or 1) of 3 required reading was cited, or the answer did not clearly answer the question	Did not follow the recommended logical flow: Required readings were not cited, or the answer did not answer the question
Answer the week's question within four sentences to make it compact and pointed	The answer was written within four sentences to make it compact and pointed	The answer was written in slightly more than four sentences	The answer was long, not meeting the four-sentence requirement
Follow the APA formatting guidelines (7 th ed.)	Correctly followed the APA formatting guidelines	There were minor mistakes in following the APA guidelines	Did not correctly follow the APA formatting guidelines

APPENDIX 2
One-Page Proposal Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Key Elements	All key elements are included: title, purpose (one sentence), introduction (problem statement and theoretical background), method, and discussion (implications for HRD research and practice), and references	One or two of the key elements is/are missing: title, purpose (one sentence), introduction (problem statement and theoretical background), method, and discussion (implications for HRD research and practice), and references	Two or more of the key elements are missing: title, purpose (one sentence), introduction (problem statement and theoretical background), method, and discussion (implications for HRD research and practice), and references
Being Thorough	The proposal is thorough as it gives an excellent idea about the qualitative research process	The proposal is mostly thorough. It gives a good idea about the qualitative research process but needs more detail to be thorough	The proposal is not thorough since it doesn't give an idea about the qualitative research process and needs much more detail to be thorough
Page Limit	The proposal is written in one page as required	The proposal is a bit longer than one page, violating the assignment requirement	The proposal is more than one page, violating the assignment requirement
Revision	No revision is required after the first submission of the proposal	One revision is required after the first submission of the proposal	More than one revision is required after the first submission of the proposal
Writing	The proposal is written in a compact and pointed manner following the correct APA (7 th ed.) formatting guidelines	The proposal is mostly written in a compact and pointed manner, includes a few typos, and doesn't follow the correct APA (7 th ed.) formatting guidelines	The proposal is not written in a compact and pointed way, includes several typos, and doesn't follow the correct APA (7 th ed.) formatting guidelines

APPENDIX 3: One-Page Proposal Sample

Career Experiences of Non-Degreed Professionals: A Qualitative Study

Purpose

The purpose of this study is to explore personal experiences, motivations, and pathways of non-degreed professionals who have advanced in their careers to roles traditionally held by individuals with higher academic degrees.

Introduction

Throughout my career in the tech industry, I noticed very few leadership and advanced-level positions were held by individuals with lower academic degrees. As one of those few individuals myself, I have held a senior leadership or executive position within a tech firm without having had a four-year college degree. With little attention in the literature directed to identifying traits and experiences held by successful non-degreed professionals, I desire to identify themes within the personal stories of this marginalized group. Becker's human capital theory (1964) indicated that organizations invest in the acquisition, development, and retention of relevant skills to maintain vitality and competitive advantage. Self-determination theory (Ryan & Deci, 2000) argues that human motivation and personality factors affect individuals' needs for competence, relatedness, and autonomy. With increasing polarization of the workforce in the United States and an uptick in technology-related changes in the labor market (vom Lehn, 2020), coupled with consecutive declines in college enrollment (Causey et al., 2023), the career mobility and development of non-degreed professionals has become increasingly important. However, a gap in the literature exists on the topic of the common traits and experiences of individuals who have achieved high levels of success in their careers without a traditional baccalaureate degree.

Method

I will use a basic qualitative research design (Merriam & Tisdell, 2016), employing semi-structured interviews with a purposeful sample of non-degreed professionals in leadership positions to identify relevant personal experiences and perceptions. I will conduct interviews via Zoom, along with an interview protocol derived from pilot interviews. I will use a thematic analysis (Lester et al., 2020) to code and analyze transcripts and to identify themes and patterns.

Implications for HRD Research and Practice

In this study, I intend to advance HRD research through personal accounts of non-degreed professionals with an emphasis on experiences and traits that may relate to their career success and performance in leadership and advanced roles. This investigation may serve to reveal motivating factors, challenges and opportunities, and potential predictors of career success of non-degreed individuals, thus suggesting practical implications for their career development as well as a future research agenda on testing outcomes suggested by this qualitative study.

References

- Becker G. (1964). *Human capital: A theoretical and empirical analysis with special reference to education*. Columbia University Press.
- Causey, J., Cohen, J., Lee, S., Ryu, M., & Shapiro, D. (2023). *Current term enrollment estimates expanded edition: Fall 2022*. National Student Clearinghouse Research Center. <https://bit.ly/41dd1u6>
- Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94–106. <https://doi.org/gjf737>
- Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *The American Psychologist*, 55(1), 68-78. <https://doi.org/c48g8h>
- vom Lehn, C. (2020). Labor market polarization, the decline of routine work, and technological change: A quantitative analysis. *Journal of Monetary Economics*, 110, 62–80. <https://doi.org/ghkd3t>

APPENDIX 4: Final Paper Rubric

Criteria	Rating			
	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Elements - <i>Did you include all key elements of the paper?</i>	The paper includes all the key elements: cover page (title), abstract with keywords, introduction, problem statement, literature review, method, findings, discussion, conclusion, and references	The paper includes all but one or two of the required elements as listed	The paper includes all but three 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
Selection of a Qualitative Research Design – <i>Did you select the most appropriate qualitative research design?</i>	The paper provides a clear rationale for the selection of a qualitative research design.	The paper provides a somewhat clear rationale for the selection of a qualitative research design	The paper does not provide a clear rationale for the selection of a qualitative research design	The paper is not submitted or does not provide a rationale for the selection of a qualitative research design
Relevance to HRD - <i>Is the paper relevant to HRD?</i>	The paper is grounded in HRD. Content is pointed and clear and sufficiently detailed	The paper is largely grounded in HRD. Content is largely pointed and clear but is not sufficiently detailed	The paper is rarely grounded in HRD. Content is not pointed and clear, and/or is not sufficiently detailed	The paper is not grounded in HRD. Content is not pointed and clear and not sufficiently detailed, or the paper is not submitted
Organization and Logical Flow - <i>Is the paper well-organized in a logical manner?</i>	The paper is well-organized, and ideas flow logically. Writing demonstrates a clear understanding of the HRD literature	The paper is adequately organized and flows and demonstrates an understanding of the HRD literature	The paper is somewhat organized, does not flow well, and does not demonstrate an understanding of the HRD literature	The paper lacks logical flow. Writing does not demonstrate a clear understanding of the HRD literature, or the paper is not submitted
Clarity - <i>Is the paper written in ways that HRD professionals can easily understand?</i>	The paper is well written, clear, free from grammatical and spelling errors. Ideas are clearly stated for HRD professionals to easily understand	The paper shows above-average quality and clarity. 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.
Attention to Details - <i>Did you correctly follow the APA (7th ed.) formatting guidelines?</i>	The paper demonstrates the author's ability to pay attention to detail, and the APA formatting guidelines are used in text and references	The paper demonstrates the author's ability to pay attention to detail, but minor issues are noted in APA in text and references	The paper does not demonstrate the author's ability to pay attention to detail. Several errors are noted in APA in text and references	The paper does not demonstrate the author's ability to pay attention to detail. Many errors are noted in APA in text and references, or the paper is not submitted