HRD 6312 Contemporary Issues in HRD Literature (21446)
Spring 2026

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

"No, you don't get an A for effort" (Grant, 2024)

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Instructor (Office):	Dr. Yonjoo Cho, Professor (COB 315.21)
Class Time:	1/12 – 4/26 (Spring Break: Week of 3/9)
In-Person Meetings:	1/16, 2/6, 3/6, 3/27, & 4/24 (Fri), 3:00pm-7:00pm CT
Classroom:	COB 103
Office Hours:	Tuesday & Thursday, 6:00pm–9:00pm CT via Zoom - Reserve a 30-minute slot on a Google Doc at Home
Draft Presentation:	4/24 (Fri), 3:00pm-7:00pm CT
Communication:	Canvas, emails, and Zoom
Zoom:	https://uttyler.zoom.us/my/yjcho
Course Access:	https://uttyler.instructure.com/courses/51690

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COURSE DESCRIPTION

Literature review is a form of research that generates new knowledge about a topic and is a key element of a research process from which research questions and theoretical frameworks are generated (Rousseau, 2024)[1]. According to the American Psychological Association (APA)[2] (2020, p. 8):

Literature review articles provide narrative summaries and evaluations of the findings or theories within a literature base. The literature base may include qualitative, quantitative, and/or mixed methods research. Literature reviews capture trends in literature; they do not engage in a systematic quantitative or qualitative meta-analysis of the findings from the initial studies. In literature review articles, authors should:

- Define and clarify the problem.
- Summarize previous investigations to inform readers of the state of the research.
- Identify relations, contradictions, gaps, and inconsistencies in literature.
- Suggest next steps in solving the problem.

Literature review is particularly important for doctoral students who must set the stage through critical analysis of extant literature on an HRD topic before conducting an empirical study for their dissertation. In this course, students learn the four representative literature review types (integrative, systematic, and scoping reviews as well as meta-analytic reviews). They also learn essential elements of literature review by understanding and working through a review process including introduction (problem statement), method (a search process and selection criteria), findings (critical analysis), and discussion (implications for research and practice). The learning outcome of this course is a double-spaced 15-page literature review paper on an HRD topic related to contemporary issues in HRD literature.

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[1] Rousseau, D. M. (2024). Reviews as research: Steps in developing trustworthy synthesis. *Academy of Management Annals*, *18*(2), 395-401. https://doi.org/10.5465/annals.2024.0132

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

COURSE OBJECTIVES

By the end of the semester, students will be able to:

- Understand literature review as a distinctive research type
- Define what literature review is and what role it encompasses in the process of research
- Critically analyze diverse review types before choosing their own review study
- Develop skills in literature search, selection, analysis, and synthesis
- Choose appropriate literature review types that fit research questions and contexts
- Write a review paper on an HRD topic based on knowledge and skills learned in class
- Peer-review other students' writings to build up review and critical thinking skills
- Reflect on the process of writing a literature review paper and class activities

COURSE OUTLINE

Students will learn a literature review process (see Figure 1):

Figure 1
Literature Review Process
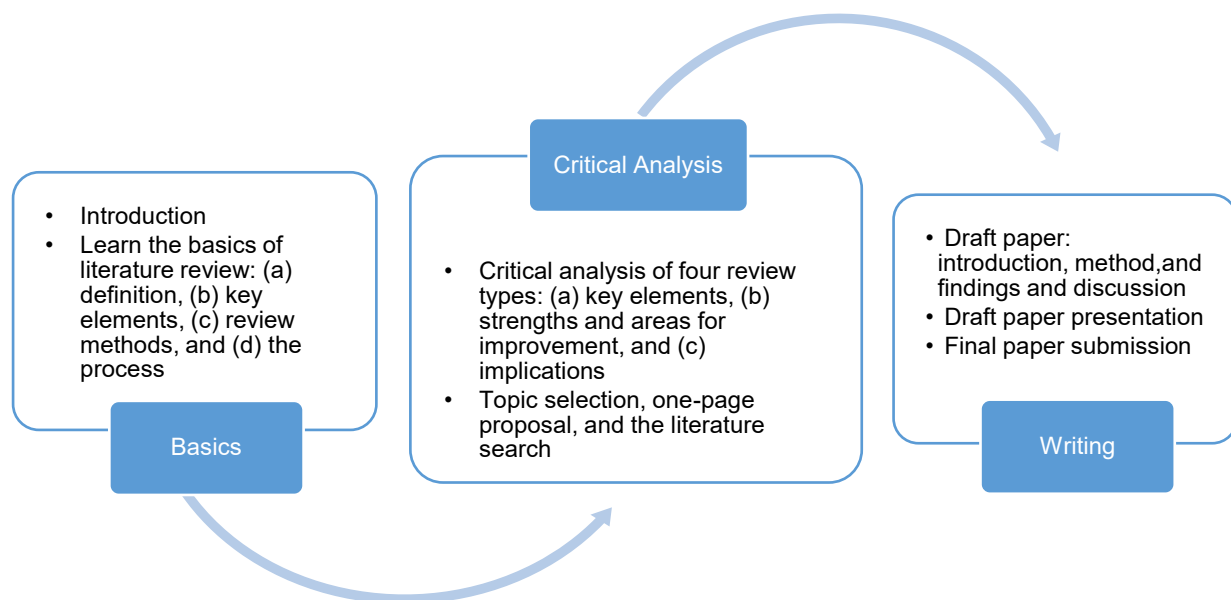
In this course, the following topics are covered:

- Literature Review: Basics
- Critical Analysis of 4 Review Papers
- Synthesis: Writing
- Reflection: Lessons learned from class activities and the review paper writing process at the end

CLASS FORMAT: HYBRID LEARNING

This course is designed as a hybrid format combining in-person and Canvas learning. Students should attend all five scheduled in-person classroom meetings, unless there is an emergency, in which case the instructor should be notified **in advance**. To act professionally, don't be late for each class as I begin the class on time.

READ ME FIRST (Canvas Modules)

Begin each week with reading the Read Me First page that will be posted by **Saturday at 9:00am CT**. 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 the instructor's developmental feedback; therefore, I am going to provide such feedback whenever needed. In the process, students will learn how to meet assignment requirements as directed and improve writing using the APA writing style (2020) required in HRD and the College of Business at UT Tyler. To make this developmental process possible, seamless communication between the instructor and students is highly encouraged. If you want to have an individual clinic, sign up for a 30-minute slot during office hours: Tuesday and Thursday at 6:00pm to 9:00pm CT via Zoom. You may find a Google Doc at Canvas Home.

INSTRUCTOR EXPECTATIONS

This course is based on two-way communication between the instructor and students. I expect students to aim at achieving learning goals that meet quality standards at the doctoral level. It is YOU who should take responsibility for achieving the learning goals and completing all assignments and class activities within 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. If you do not understand my evaluation comments, ask for extra feedback until it makes sense to you. The second semester for doctoral students is considered the most challenging as they are required to take an advanced statistics course as well as this class with an emphasis on academic writing. To achieve the learning goal of completing two challenging courses this semester, get well-prepared and be willing to learn required competencies such as analysis and synthesis of the literature and the APA writing style.

ASSIGNMENTS AND DUE DATES

Complete four assignments: weekly discussion postings, a literature review paper, class participation activities, and a reflection paper. Submit assignments in **Word** unless there are specific guidelines, so that I can easily provide my feedback. All assignments are due on Sundays at 11:59 pm EST, except for the following:

- Your introduction is due on 1/12 (Mon)
- Weekly postings: an answer by Wednesday and two comments by Saturday
- The final paper and reflection paper are due on 4/27 (Mon) to give you one more extra day to submit

No	Topic			Point (%)	Due
1	Weekly discussion postings (8 weeks x 20 pts)			160 (31)	**1 Answer by Wed 2 Comments by Sat**
2	Literature Review Paper	Topic Selection (10)		210 (41)	2/22
		One-page Proposal (20) & Presentation (10)			3/1
		Introduction (20)			3/22
		Method (30)			3/29
		Findings & Discussion (40)			4/12
		Draft Paper (30) & ppt			4/19
		Draft Paper Presentation (20)			4/24
		Final Paper (30)			**4/27 (Mon)**
3	Class Participation	Introduce Yourself (10)		120 (24)	**1/12 (Mon)**
		Discussion Lead (20)			(Your choice)
		One-page Comparison: 4 Reviews (30)			2/8
		Pollock (2025): One-page Review (20)			3/15
		Peer Review of 4 Writings (10x4)			3/25, 4/1, 4/15 & 4/22
4	Reflection Paper			20 (4)	**4/27 (Mon)**
			Total:	510 (100)	

WEEKLY DISCUSSION POSTINGS (160 pts)

Weekly postings help you get well-prepared for writing a review paper. 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 three 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. See the following samples of "compact and pointed answer within four sentences":

Discussion question: What is the role of literature review in a research process, and why is it important?

Sample answer: Torraco (2016) stated that literature reviews examine existing research to generate new perspectives or critique the current literature, both of which can lead to future research. Callahan (2014) emphasized that literature reviews play an important role in identifying gaps in the current literature by adhering to the five C's: being concise, clear, critical, convincing, and contributive. Based on the two readings, I would say that literature reviews are important because they provide a foundation for identifying research gaps, inspire new ideas, and ensure that studies build upon existing knowledge in meaningful ways (quoted from Julian Godwin, 2025).

To lead a discussion, choose a week and write down your choice on this **Google Doc** (**due: 1/12**). Discussion lead is an excellent opportunity to manage a week's discussion so that you learn how to deepen 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 the process of weekly discussions, students will better understand how to write well and develop critical thinking skills. I will provide feedback on your postings if you did not meet the requirements after the first due date (Wed), so that you can revise your answers by the second due date (Sat). Post your answer and two comments early to engage other students in discussion (see **Appendix 1** for the postings rubric).

LITERATURE REVIEW PAPER (210 pts)

Write a double-spaced, 15-page literature review paper on an HRD topic. The purpose of this assignment is to see if students fully understood the literature review process covered in class and if they knew how to write as directed. In the scaled-down review paper, include key elements: introduction (problem statement and theoretical background), method, findings, and discussion (significance, implications for HRD research and practice, and study limitations), conclusion, references, and appendices.

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

1. **Topic Selection (single-spaced)**: As the first step for writing a review paper, write a short description regarding your HRD topic and a rationale for why you selected it. In a one-page word document, include:

   - The course title (left) and your name (right) in the header
   - The topic of your review paper
   - A rationale for the selection of the HRD topic
   - The purpose statement in one sentence
   - Your plan for the next steps
   - References cited in the text

2. **One-Page Proposal (single-spaced)**: Write a one-page proposal that details your plan on what needs to be done to write a review paper. After selecting an HRD topic, conduct an initial search of the literature on the topic to see what is available. This one-page proposal must include:

   - The course title (left) and your name (right) in the header
   - The title of your review paper (centered and boldfaced)
   - A purpose statement in one sentence
   - In Introduction, state why you want to conduct a literature review and provide an initial review of the literature on the topic. You will complete an extensive literature review later.
   - In Method, describe how you are going to search the literature using search databases (e.g., Business Source Premier). Also search the literature from the five HRD journals (*ADHR*, *EJTD*, *HRDI*, *HRDQ*, and *HRDR*) and follow Callahan's (2014) Six W's.
   - In Discussion, discuss how your review study will contribute to the HRD field by providing implications for HRD research and practice.
   - List references cited in the text

Why should you write a one-page proposal? You will learn how to organize your idea in a compact and pointed way, which is considered "good writing." 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 one-page proposal rubric and **Appendix 3** for the proposal sample).

3. **Review Paper (double-spaced):** After searching the literature on the HRD topic selected, write a double-spaced, 15-page review paper, following the APA (2020):

   - Cover page: Title, your name and affiliation, the course title, the instructor's name, and the submission date
   - In Introduction, state the purpose of the review paper in a succinct way, provide a rationale for why you selected an HRD topic, present the theoretical background of the review paper, and how the review study will contribute to HRD.
   - In Method, provide a detailed process of the review study by following **Callahan's (2014) Six W's**. The more detailed and transparent, the higher credibility you can ensure.
   - In Findings, present the study findings in the form of **three themes**.
   - In Discussion, highlight the significance of the study findings, provide implications for HRD research and practice, and discuss study limitations.
   - In Conclusion, briefly summarize the review study conducted and provide concluding remarks in a compact and pointed way. This is optional in this scaled-down review paper.
   - List references cited in the main body
   - Tables and appendices will be added after References and are out of the word limit.

Why should you write a double-spaced review paper? To follow the APA writing style. The review paper will be evaluated for criteria including: (a) required elements, (b) extensive literature search, (c) relevance to HRD, (d) organization and logical flow, (e) clarity, and (f) attention to detail (APA 7th ed.) (see **Appendix 4** for the review paper rubric and assigned points).

CLASS PARTICIPATION ACTIVITIES (120 pts)

Actively participate in class activities: (a) introduction, (b) discussion lead, (c) one-page comparison of four cases, (d) one-page review of Pollock (2025), and (e) peer-reviews of four writings.

- The purpose of the **one-page comparison** is to show students' understanding of four review types selected by comparing key elements of review. In the one-page word document, add a comparison table, followed by a brief explanation.
- Pollock (2025) provides useful suggestions on good academic writing. The purpose of **the review of Pollock's book** is to help you get well-prepared for writing a review paper.
- The purpose of the **peer reviews** of four writings (introduction, method, findings and discussion, and draft paper) is to give students an opportunity to see other students' writings and provide feedback on the content and technical aspects of academic writing. Each peer review is due by **Wednesday** in the week after the submission of the four writings.

Reflection Paper (20 pts)

Write a (single-spaced one-page) reflection paper. This end-of-class reflection should include lessons learned from class activities and writing assignments, including: (a) a title, purpose, and introduction, (b) key points of lessons learned, and (c) suggestions/conclusions. Aptly title the reflection paper to sum up your learning experience in a nutshell! 😊

GRADING GUIDELINES

See Assignment Guidelines on Canvas to ensure that you understand evaluation criteria before beginning an assignment. **No incomplete** will be granted 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

Artificial Intelligence (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 submitting 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. The excused absences for religious holy days or active military service 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. To avoid any penalty, communicate your excuses with the instructor **in advance**.

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 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. If 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 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 (2022)

HRD Dissertations at UT Tyler and AHRD

APA Formatting Guidelines
As a doctoral student, correctly 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.). American Psychological Association.

I strongly suggest you buy the above *APA manual* so that you can review it whenever needed. Take a look at the APA (ppt file) posted on Canvas and also 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).*

If you become a student member in the Academy of Human Resource Development (AHRD), you can easily access all four AHRD-sponsored journals (*ADHR*, *HRDI*, *HRDQ*, and *HRDR*).

HRD Masterclass Podcast Series (hrdmasterclass.com)
This is developed by the AHRD and explores the fundamentals of HRD and how those are changing in the workplace. The first four seasons have explored 44 different aspects of HRD and featured 110+ leading authors, scholars and researchers from around the globe. This is an outstanding resource to understand the most current topics and foundations of HRD.

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

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 (Humble & Radina, 2025) to deepen our expertise in conducting qualitative research. Contact me if you are interested.

Humble, Á. M., & Radina, M. E. (2025). *How qualitative data analysis happens: Moving beyond "Themes emerged"* (Expanded ed.). Routledge. https://shorturl.at/Jtpjb

TEXTBOOK: No textbook is required

Highly Recommended:

Cahn, S. M. (2008). *From student to scholar: A candid guide to becoming a professor*. Columbia University.
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. (*Note*: You are scheduled to review this book by 3/15).

FOUR REVIEW CASES

Scoping Review - Case 1
Han, S. J., & Stieha, V. (2020). Growth mindsets for human resource development: A scoping review of the literature with recommended interventions. *Human Resource Development Review*, *19*(3), 309-331. https://doi.org/10.1177/1534484320939739

Integrative Review - Case 2
Rose, K., Shuck, B., Twyford, D., & Bergman, M. (2015). Skunked: An integrative review exploring the consequences of the dysfunctional leader and implications for those employees who work for them. *Human Resource Development Review*, *14*(1), 64-90. https://doi.org/10.1177/1534484314552437

Systematic Reviews: Qualitative - Case 3
Cho, Y, & Egan, T. (2023). The changing landscape of action learning research and practice. *Human Resource Development International*, 26(4), 378-404. https://doi.org/10.1080/13678868.2022.2124584

Systematic Reviews: Quantitative (Meta-Analysis) - Case 4
Kotera, Y., Sheffield, D., & Van Gordon, W. (2019). The applications of neuro-linguistic programming in organizational settings: A systematic review of psychological outcomes. *Human Resource Development Quarterly*, *30*, 101-116. https://doi.org/10.1002/hrdq.21334

REQUIRED READINGS

As a doctoral student, you must search required journal articles on your own through the UT Tyler library system. I added the hyperlinked doi numbers at the end of references for your convenience. I also posted all book chapters and optional readings in Files on Canvas (titled "weekly readings").

Week 1 (1/12-1/18) - Introduction [Meeting 1]

Callahan, J. L. (2014). Writing literature reviews: A reprise and update. *Human Resource Development Review*, *13*(3), 271–275. https://doi.org/10.1177/1534484314536705

Torraco, R. J. (2016). Writing integrative literature reviews: Using the past and present to explore the future. *Human Resource Development Review*, *15*(4), 404–428. https://doi.org/10.1177/1534484316671606

Week 1 – Optional

Furlong, J. S., & Hartman, S. M. (2025, October 17). 7 tips to fine-tune your work habits in grad school. *Chronicle of Higher Education*. https://shorturl.at/BRG8c

Reio, T. G. Jr. (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

Rousseau, D. M. (2024). Reviews as research: Steps in developing trustworthy synthesis. *Academy of Management Annals*, *18*(2), 395-401. https://doi.org/10.5465/annals.2024.0132

Week 2 (1/19-1/25) – Scoping and Integrative Literature Review: Cases 1 & 2

Han, S. J., & Stieha, V. (2020). Growth mindsets for human resource development: A scoping review of the literature with recommended interventions. *Human Resource Development Review*, *19*(3), 309-331. https://doi.org/10.1177/1534484320939739

Rose, K., Shuck, B., Twyford, D., & Bergman, M. (2015). Skunked: An integrative review exploring the consequences of the dysfunctional leader and implications for those employees who work for them. *Human Resource Development Review*, *14*(1), 64-90. https://doi.org/10.1177/1534484314552437

Week 2 – Optional

Rumrill, P. D., Fitzgerals, S. M., & Merchant, W. R. (2010). Using scoping literature reviews as a means of understanding and interpreting existing literature. *Work*, *35*, 399-404. https://doi.org/10.3233/WOR-2010-0998

Week 3 (1/26–2/1) – Systematic Literature Reviews (Qualitative & Meta-Analysis): Cases 3 & 4

Cho, Y, & Egan, T. (2023). The changing landscape of action learning research and practice. *Human Resource Development International*, *26*(4), 378-404. https://doi.org/10.1080/13678868.2022.2124584

Kotera, Y., Sheffield, D., & Van Gordon, W. (2019). The applications of neuro-linguistic programming in organizational settings: A systematic review of psychological outcomes. *Human Resource Development Quarterly*, *30*, 101-116. https://doi.org/10.1002/hrdq.21334

Week 3 – Optional

Cheung, M.-L., & Vijayakumar, R. (2016). A guide to conducting a meta-analysis. *Neuropsychology Review*, *26*, 121-128. https://doi.org/10.1007/s11065-016-9319-z

Page, M. J., McKenzie1, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S, . . . Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*. https://doi.org/10.1186/s13643-021-01626-4

Week 4 (2/2–2/8) – Comparison of Four Reviews [Meeting 2]

Cho, Y. (2022). Comparing integrative and systematic literature reviews. *Human Resource Development Review*, *21*(2), 147-151. https://doi.org/10.1177/15344843221089053

Week 4 – Optional (again!)

Rumrill, P. D., Fitzgerals, S. M., & Merchant, W. R. (2010). Using scoping literature reviews as a means of understanding and interpreting existing literature. *Work*, *35*, 399-404. https://doi.org/10.3233/WOR-2010-0998

Week 5 (2/9-2/15) - 2026 AHRD Conference in Irving, Texas (no class!)

Week 6 (2/16-2/22) – Topic Selection

Colquitt, J. A., & George, G. (2011). Publishing in *AMJ* – Part 1: Topic choice. *Academy of Management Journal*, *54*(3), 432-435. https://doi.org/10.5465/amj.2011.61965960
Jones, E. B., & Bartunek, J. M. (2021). Too close or optimally positioned? The value of personally relevant research. *Academy of Management Perspectives*, *35*(3), 335-346. https://doi.org/10.5465/amp.2018.0009

Week 7 (2/23–3/1) – One-Page Proposal

Bell, E., Bryman, A., & Harley, B. (2019). Chapter 4: Planning a research project and developing research questions. In *Business research methods* (5th ed., pp. 75-88). Oxford University Press.
Parmigiani, A., & King, E. (2019). Successfully proposing and composing review papers. *Journal of Management*, *45*(8), 3083-3090. https://doi.org/10.1177/0149206319874875

Week 8 (3/2–3/8) – Proposal Presentation, Manuscript Review, & Publication Ethics [Meeting 3]

Cho, Y., & Werner, J. (2024). Publication ethics in HRD. In D. Russ-Eft & A. Alizadeh (Eds.), *Ethics and human resource development: Societal and organizational contexts* (p. 411-428). Palgrave Macmillan.
Wang, J. (2018). Making a difference through quality manuscript review. *Human Resource Development Review*, *17*(4), 339-348. https://doi.org/10.1177/1534484318809724

Week 8 – Optional

Russ-Eft, D. (2018). Second time around: AHRD Standards and Ethics and Integrity. *Human Resource Development Review*, *17*(2), 123-127. https://doi.org/10.1177/1534484318772123
Ruff-Eft, D., & Alizadeh, A. (2024). *Ethics and human resource development: Societal and organizational contexts* (e-book). Palgrave Macmillan.

Week 9 (3/9-3/15) – Spring Break (no class!)

Week 10 (3/16–3/22) - Writing Introduction

Grant, A. M., & Pollock, T. G. (2011). Publishing in *AMJ* – Part 3: Setting the hook. *Academy of Management Journal*, *54*(5), 873-879. https://doi.org/10.5465/amj.2011.4000

Ragins, B. R. (2012). Reflections on the craft of clear writing. *Academy of Management Review*, *37*(4), 493-501. https://doi.org/10.5465/amr.2012.0165

Week 11 (3/23–3/29) – Writing Method [Meeting 4]

Callahan, J. L. (2014). Writing literature reviews: A reprise and update. *Human Resource Development Review*, *13*(3), 271–275. https://doi.org/10.1177/1534484314536705

Week 11 - Optional

Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*, *24*(2), 105-112. https://doi.org/10.1016/j.nedt.2003.10.001

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

HRD 6312 COURSE SCHEDULE (may change depending on the circumstances)

Meeting	Week	Topic	Reading	Assignment
Meeting 1 (1/16) – Introduction	1 (1/12-1/18)	• Introduction • Literature Review: Basics	Callahan (2014); Torraco (2016)	• Introduce yourself (1/12) • Discussion lead (1/12) • Discussion 1 (Wed & Sat)
Meeting 2 (2/6) – Comparison	2 (1/19-1/25)	• Scoping Review (Case 1) • Integrative Literature Review (Case 2)	Han & Stieha (2020); Rose et al. (2015)	Discussion 2
	3 (1/26–2/1)	• Qualitative Systematic Review (Case 3) • Meta-Analysis (Case 4)	Cho & Egan (2022); Kotera et al. (2019)	Discussion 3
	4 (2/2–2/8)	Comparison of 4 Reviews	Cho (2022)	• Discussion 4 • **One-page comparison (2/8)**
	5 (2/9-2/15)	2016 AHRD Conference in Irving, TX (no class!)		
Meeting 3 (3/6) – Proposal	6 (2/16–2/22)	Topic Selection	Colquitt & George (2011); Jones & Bartunek (2021)	• Discussion 6 • **Topic selection (2/22)**
	7 (2/23-3/1)	One-Page Proposal	Bell et al. (2019); Parmigiani & King (2019)	• Discussion 7 • **One-page proposal & presentation (3/1)**
	8 (3/2-3/8)	Proposal Presentation, Manuscript Review, and Publication Ethics	Cho & Werner (2014); Wang (2018)	Discussion 8
	9 (3/9-3/15)	Spring Break (no class!)		**One-page review of Pollock (2025) (3/15)**
Meeting 4 (3/27) - Method	10 (3/16-3/22)	Writing Introduction	Grant & Pollock (2011); Ragins (2012)	• Discussion 10 • **Introduction (3/22)**
	11 (3/23-3/29)	Writing Method	Callahan (2014)	• Peer Review 1 (3/25) • **Method (3/29)**
Meeting 5 (4/24) – Draft Paper Presentation & Reflection	12 (3/30-4/5)	Writing: Findings & Discussion		• Peer Review 2 (4/1) • **Findings & Discussion (4/12)**
	13 (4/6–4/12)			
	14 (4/13-4/19)	Writing: Draft Paper		• Peer review 3 (4/15) • **Draft paper & presentation file (4/19)**
	15 (4/20–4/26)	• **Draft Paper Presentation (4/24)** • Final Paper Submission • Reflection Paper		• Peer review 4 (4/22) • **Final paper (4/27)** • Reflection paper (4/27) • Course evaluation

Appendix 1
Weekly Discussion Postings Rubric

Evaluation Criteria	Rating		
	Excellent	**Needs Work**	**Unsatisfactory**
Following **the recommended logical flow**: Cite required readings and answer the week's question	Followed the recommended logical flow: all required readings were cited, and the week's question was answered	Partially followed the recommended logical flow: one of the required readings was not 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
Answering the week's question **within three sentences** to make it compact and pointed	The answer was written within three sentences to make it compact and pointed	The answer was written in slightly more than three sentences	The answer was long, not meeting the three-sentence requirement
Meeting the **two deadlines** (Wed & Sat)	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
Following the **APA** formatting guidelines (7th 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, method, discussion (implications for research and practice), and references	One or two of the key elements is/are missing	Two or more of the key elements are missing
Being Thorough	The proposal is thorough. It gives an excellent idea about the final review paper	The proposal is mostly thorough. It gives a good idea about the final review paper, but needs more detail	The proposal is not thorough. It does not give an idea about the final review paper. Needs much more detail
Page Limit	The proposal is written in one page as required	The proposal is slightly longer than one page, violating the requirement	The proposal is more than one page, violating the requirement
Revision	No revision is required after the initial submission of the proposal	One revision is required after the initial submission of the proposal	More than one revision is required after the initial submission of the proposal
Writing	Writing is pointed and free of typos, and follows the APA (7th ed.)	Writing is mostly pointed, includes a few typos, and does not follow the APA (7th ed.)	Writing is not pointed, includes several typos, and does not follow the APA (7th ed.)

APPENDIX 3
One-Page Proposal Sample

HRD – 6312 Contemporary Issues in HRD Literature   Fan Shen

An Integrative Literature Review on the Aged Workers and Implications for HRD

Purpose Statement: This study is to review the literature on aged workers to see its current state and provide implications for HRD research and practice.

Introduction: The world is aging. The United Nations projected that in 2050 the proportion aged 65 or above would reach 16% of the total population, a dramatic growth from 10% in 2022 (United Nations, 2022). The aging population poses challenges to the government and requires organizations to adopt appropriate interventions to manage the workforce. One of the prominent concerns of hiring or retaining the aged workforce in organizations is productivity. However, research findings on this concern varied depending on the organization's size, industry, region, financial condition, and individual differences (Lee et al., 2018). Research shows that HRD interventions, including mentoring, reverse mentoring, and training practically relevant to work, are helpful for the aged workforce (Chaudhuri et al., 2022; Froidevaux et al., 2020). However, much HRD literature focused on a specific industry such as accounting firms or the public sector, or a specific intervention such as mentoring (Nelson & Duxbury, 2021; Uhunoma et al., 2021). Therefore, I am going to conduct an integrative literature review to synthesize existing knowledge from different streams to generate a more holistic view.

Method: Guided by Callahan's (2014) Six W's, I will search literature on the topic in March 2024. To have the most updated view of the topic, I will focus on the literature published over the past five years. I will type in keywords such as *aging (ageing), aged, old, work, workers, workforce, age-diverse, cross-generation,* and combinations of keywords, using search databases: Google Scholar, Business Source Premier, ABI/INFORM Collection and access five HRD journals *ADHR, EJTD, HRDI, HRDQ,* and *HRDR.* Finally, I will read the abstracts of the publications to decide their relevance before an extensive review.

Discussion: In this integrative literature review, I will synthesize existing knowledge and provide an assessment of the underlying needs of the aged workers and existing HRD interventions. The review will present opportunities for future research and guide HRD professionals to support aged workers better to maximize organizational performance.

References
Callahan, J. L. (2014). Writing literature reviews: A reprise and update. *Human Resource Development Review, 13*(3), 271-275. https://doi.org/10.1177/1534484314536705
Chaudhuri, S., Park, S. and Johnson, K. R. (2022). Engagement, inclusion, knowledge sharing, and talent development: Is reverse mentoring a panacea to all? Findings from literature review. *European Journal of Training and Development, 46*(5/6), 468-483. https://doi.org/10.1108/EJTD-01-2021-0005
Froidevaux, A., Alterman, V., & Wang, M. (2020). Leveraging aging workforce and age diversity to achieve organizational goals: A human resource management perspective. In *Current and emerging trends in aging and work* (pp.33-58). Springer. https://doi.org/10.1007/978-3-030-24135-3_3
Lee, B., Park, J., & Yang, J. S. (2018). Do older workers really reduce firm productivity?. *The Economic and Labour Relations Review, 29*(4), 521-542. https://doi.org/10.1177/103530461881100
Nelson, S., & Duxbury, L. (2021). Breaking the mold: Retention strategies for generations X and Y in a prototypical accounting firm. *Human Resource Development Quarterly, 32*(2), 155-178. https://doi.org/10.1002/hrdq.21414
Uhunoma, O., Lim, D. H., & Kim, W. (2021). The mediating role of informal learning on work engagement: Older workers in the US public sector. *European Journal of Training and Development, 45*(2/3), 200-217. https://doi.org/10.1108/EJTD-04-2020-0062
United Nations. (2022). *World population prospects 2022: Summary of results.* Department of Economic and Social Affairs, Population Division. https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/wpp2022_summary_of_results.pdf

Appendix 4
Review Paper Rubric

Criteria	Rating			Point (30)
Content	**Excellent (6)**	**Good (4)**	**Unsatisfactory (2)**	**18**
Required Elements	The review paper includes all the key elements: cover page (title), abstract (keywords), introduction, method, findings, discussion and conclusion, references, and tables and appendices	The paper includes all but one or two of the required elements as listed	The paper does not include many of the required elements listed	6
Extensive Literature Search	The paper clearly shows an extensive literature search on an HRD topic of interest	For the most part, the paper shows an extensive literature search on an HRD topic of interest	The paper does not show sufficient literature search on an HRD topic of interest	6
Relevance to HRD	The paper is relevant to HRD and demonstrates an understanding of HRD literature	For the most part, the paper is relevant to HRD and demonstrates an understanding of HRD literature	The paper does not demonstrate an understanding of HRD literature	6
Design	**Excellent (3)**	**Good (2)**	**Unsatisfactory (1)**	**12**
Organization	The paper is well-organized and logically flows well	The paper is adequately organized and largely has a logical flow	The paper lacks logical organization	3
Clarity	The paper is clearly well-written and free from grammar and spelling errors	The paper shows above average quality and clarity in writing. There are minor errors in grammar and spelling	The paper shows average quality of writing and shows some errors in grammar and spelling	3
Consistency	The paper ensured consistency in content and design such as the selection of font types and sizes	The paper largely ensured consistency in information and design	The paper somewhat ensured consistency in information and design	3
Attention to Detail	The paper demonstrates the author's ability to pay attention to detail and correctly used the APA correctly in text and references	The paper demonstrates the author's ability to pay attention to detail, but there are minor issues noted in the use of APA in text and references	The paper does not demonstrate the author's ability to pay attention to detail. Many errors are noted in the use of APA in text and references	3