

HRD 5343: Foundations of HRD (81352)

Fall 2026

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

Instructor:	Dr. Yonjoo Cho (ycho@uttyler.edu), Professor (Tel: 903-566-7260)
Class Time:	8/24 (Mon) – 12/6 (Sun) (Thanksgiving Week of 11/23 – no class)
Orientation:	8/24 (Mon) at 7:00pm via Zoom
Office Hours:	Mondays & Wednesdays between 7:00pm and 9:00pm – Reserve a 30-min slot for an individual clinic on a Google Doc at Canvas Home
Team Clinic:	Week 2, Week 6, and Week 12
Draft Presentation:	Week 15 – 12/1 (Tue) at 7:00pm via Zoom
Communication:	Canvas, email, and Zoom
Course Access:	https://uttyler.instructure.com/courses/55460
Zoom:	https://uttyler.zoom.us/my/yjcho

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 foundational course in HRD, students will learn McLagan's (1989) classic definition of HRD integrating training and development (T&D), career development (CD), and organization development (OD)¹.

The field of HRD has affinity with HR neighboring fields: 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 as it asks us to view the HRD field in a multifaceted way.

In this course, students will learn three HRD domains (T&D, CD, and OD) in the process of reviewing required readings and creating a promotional website on their understanding of HRD for their final project. Students will discuss what each HRD domain means on Canvas on a weekly basis, following the APA formatting guidelines. Three to four students will work in teams to create a website that represents the HRD field in their context.

COURSE OBJECTIVES/LEARNING OUTCOMES

In this course, students will be able to:

- Explain definitions, concepts, and principles of HRD
- Articulate distinctive features of three domains of HRD: T&D, CD, and OD
- Develop critical thinking skills by answering weekly discussion questions posed by instructor in a compact and pointed way
- Work in teams to show their understanding of HRD on a website
- Reflect on class activities, teamwork for the final project, lessons learned, and plans

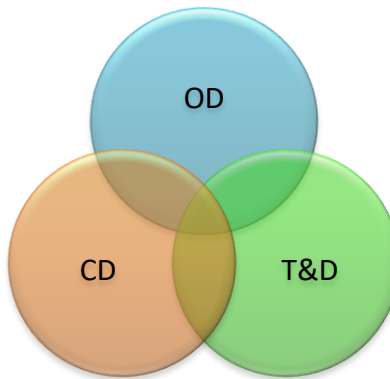
¹ McLagan, P. A. (1989). Models for HRD practice. *Training and Development Journal*, 43(9), 49-59.

² Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends*, 61, 46-52. <https://doi.org/10.1007/s11528-016-0124-6>

COURSE OUTLINE

Students will learn McLagan's (1989) classic definition of HRD integrating T&D, CD, and OD (Figure 1) and discuss the interdisciplinary nature of HRD and emerging trends in HRD.

Figure 1
Three Domains of HRD



This course is divided into the following topics:

- Introduction
- Definition
- Basics of HRD: The interdisciplinary nature and ethics in HRD
- Training & Development (T&D)
- Career Development (CD)
- Organization Development (OD)
- Synthesis & Reflection

READ ME FIRST (Canvas Modules)

Begin each week by reading **Read Me First** (Canvas Modules) that will be posted by **Friday at 3:30pm** and that will guide you to the content and class activities in the following week. **Mini lectures** on APA, postings, HRD, and final team project will be added to Read Me First pages.

ZOOM MEETINGS

Research on online teaching and learning (e.g., Garrison et al., 2000³) indicates that students need synchronous meetings to feel *presence* in online classes. To that end, we will meet via [Zoom](#) for:

- **Orientation on 8/24 (Mon) at 7:00pm**
- Team clinic in Week 2, Week 6, and Week 12 in teams
- Draft presentation before final submission on 12/1 (Week 15) at 7:00pm

These synchronous meetings are required. In case of orientation, I will provide a Zoom recording so that you can review any information to know. In three team clinics and a draft presentation meeting (Week 15), all team members should attend to be on the same page.

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.
[https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)

INDIVIDUAL AND TEAM WORK

This course is based on a combination of **individual work (56%)** and **team project-based learning (44%)** so that students should work in teams as well as individually. For effective teamwork:

- I will randomly assign you to a team of three or four students based on the class roster.
- Name your team for team-building purposes. Be creative! 😊
- Establish the **team ground rules** for semester-long teamwork (see Appendix 2 for a sample). To evaluate your teamwork, I will ask you to fill out a peer evaluation form (see Appendix 7) twice, at mid-term and the end of the semester for developmental purposes. At mid-term, revisit your team ground rules to refresh your teamwork. Your team contribution points (out of 10) will be converted from your average peer evaluation score (out of 4).

FEEDBACK-BASED

Research shows that team-based project learning is not possible without the instructor's timely feedback; therefore, I will provide prompt and detailed feedback for you to move forward as planned. In the process, you will learn how to meet the assignment requirements, develop critical thinking and communication skills, and improve writing skills as master's students using the APA formatting guidelines (2020)⁴ as required in HRD and in the College of Business at UT Tyler.

If you need help and want to have an individual clinic, sign up for a 30-min slot via a Google Doc at Canvas Home.

INSTRUCTOR EXPECTATIONS

I expect you to achieve learning goals that meet the quality standards at the graduate level. It is YOU who should take responsibility for achieving the learning goals with confidence 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 and detailed feedback. If assignment guidelines and my evaluation are unclear, ask for clarification. As this is a team project-based learning course, I hope it will clearly set the right expectations for what to do and what not to do. The bottom line is to learn as planned so that you can become an informed HRD practitioner in diverse contexts with the HRD MS degree at hand. To achieve this goal, be open to learning new competencies, such as creating a website – it will be an asset for sure - and writing correctly following the APA as required. A critical success factor in the process is communication, communication, and communication! Although this course is highly structured based on a step-by-step process, I will try my best to meet individual and contextual differences. You will be excused if you inform me of your situation **in advance**.

ASSIGNMENTS AND DUE DATES

In this course, you are required to complete five assignments: weekly discussion postings, a review of HRD podcast episode, a promotional website, class activities, and a reflection paper. All assignments are due by **Sunday at 11:59 pm CT**, except weekly postings (Wed. for an answer and Sat. for two comments) and introduction to yourself (Wed.). Submit all assignments **in Word** unless there are instructions:

⁴ American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association.

	Assignment	Level	Point (%)	Due
1	Weekly discussion postings (10x10)	Ind	100 (27)	Weeks 1 to 10 (Answers by Wed. & Comments by Sat.)
2	HRD Masterclass Podcast : One-page review (30)	Ind	30 (8)	11/8
3	Advertising HRD	Team	160 (44)	Team Formation & Ground Rules (10)
				8/30
				One-Page Outline (30)
				9/27
				Progress Report (30)
				11/1
				Draft (40) & ppt (20)
				11/22
				Draft Presentation (Zoom)
				12/1 (Tue)
				Final Submission (30)
				12/6
4	Class Participation Activities	Ind	60 (16)	Introduce Yourself (10)
				8/26 (Wed)
				Discussion Lead (30)
				Your choice
				Team Contributions:
				Mid-term & final peer evaluation (10x2)
				10/11 & 12/6
5	Reflection Paper	Ind	20 (5)	12/6
Total			370	

WEEKLY DISCUSSION POSTINGS (100 pts)

You will develop an understanding of concepts, principles, and cases of the three domains of HRD (T&D, CD, and OD) for 10 weeks of the semester through reading two required readings, except in Week 1 for one long read. Each week, I will post a discussion question on Canvas Discussion, and a discussion leader will lead the week's discussion.

Each week, post one compact and pointed answer **within three sentences** by the end of **Wed.** and two comments on other students' answers by the end of **Sat.** This assignment is worth 10 points each week: 8 points for an answer and 2 (1x2) points for two comments. In commenting, don't just say "yes" or "no" and add the reasons why you say "yes" or "no" to receive one point for one comment. See a sample question and answer below.

Discussion Question: How would you define HRD in your own words?

Sample Answer: "Livingston (2003) stated that managers' expectations strongly influence their employees' performance, because employees often respond to the support, confidence, and standards set by their leaders in both positive and negative ways. McLagan (1989) defined HRD as the integrated use of training and development, career development, and organization development to improve both individual and organizational effectiveness. Based on the two readings, I would define HRD as the process of developing employees' skills, motivation, and potential through a mix of supportive leadership and structured, organized learning that ultimately helps an organization achieve its goals" (quoted from Connor Morgan, Summer 2026).

Each week, a discussion leader will lead the week's discussion. To that end, choose a week to lead a discussion on a [Google Doc](#). Discussion lead is an excellent opportunity to manage a week's discussion so that you learn how to deepen your knowledge on the week's topic and practice asking good questions and providing thoughtful feedback to engage students in in-depth discussion. As a discussion leader:

- Read all required and optional readings and all student postings.
- Respond to interesting or intriguing postings, provide thoughtful feedback, and ask good questions for in-depth discussion.
- To earn full 30 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 Sat. afternoon as students are away.

In this assignment, students will better understand the concepts and principles of the three domains of HRD and develop critical thinking skills. To that end:

- I will provide feedback on individual postings on Thu. morning so that you can revise your answer by **Sat.**
- Post your answer and two comments early so that you can actively engage in discussion.
- Do not add References at the end of your answer, unless there are new readings cited, to save space (see Appendix 1 for the postings rubric).

HRD MASTERCLASS PODCAST EPISODE: ONE-PAGE REVIEW (30 pts)

The [HRD Masterclass Podcast Series](#) that the Academy of Human Resource Development ([AHRD](#)) as the primary academic organization in HRD developed are a great resource to better understand the fundamentals of HRD and diverse HRD topics. Choose a podcast episode that interests you most and write a one-page review, answering the following questions:

- What is the major theme of the episode? Briefly summarize the key ideas of the episode
- What did you learn from the episode from an HRD perspective? Critically discuss the strengths and limitations of the episode
- What would you do to apply your learning from the episode for the future?

Submit a single-spaced, one-page review by Week 11 (11/8) when discussing emerging trends in HRD:

- The course title (on the left) and your name (on the right) in the header
- The title of the review centered and boldfaced
- Three answers under the subtitles of summary, critical review, and application
- References cited in text at the end
- Use Times, Arial, or Calibri 11pt font size and don't use a narrow margin as the review looks busy
- Correctly follow the APA formatting guidelines (2020)

This one-page review assignment is evaluated for: (1) key elements, (2) a summary of key ideas, (3) critical review, (4) writing and attention to detail, and (5) one page limit. See Appendix 3 for the one-page review rubric.

TEAM PROJECT: ADVERTISING HRD THROUGH A WEBSITE (160 pts)

The purpose of the final project is to show your understanding of HRD AND three domains: T&D, CD, and OD. Think of the project as an advertisement or a promotional piece that represents HRD as you explain it to people in your context: a (small) business, K-12 school, non-profit, healthcare, higher education, or the military. Develop a website as a promotional piece. The website should answer the following questions for the intended audience in your context:

- How do you define HRD in your own words?
- What are the distinctive features of the three domains of HRD (T&D, CD, and OD)?
- How would you compare the three domains of HRD (T&D, CD, and OD)?
- How would you apply the three domains of HRD to your context?

To complete the final project, work through the steps:

- When teams are formed, establish your team ground rules to have an effective team (Parker, 2006)⁵
- Write a **one-page outline**:
 - The course title (on the left) and team members' first names (on the left) in the header
 - The title of the website (centered and boldfaced)
 - Purpose of the final project in one sentence
 - Provide a rationale for the selection of the website and context (e.g., business)
 - Overview of the content: HRD and three domains of HRD: T&D, CD, and OD
 - Applying for your context
 - References cited in the text
- Write a progress report that shows progress you have had
- Submit a draft website and ppt for draft presentation
- Submit a final website

See Appendix 4 for the final project rubric, Appendix 5 for a one-page outline sample, and Appendix 6 for a sample website.

CLASS PARTICIPATION (60 pts)

Actively participate in class activities including: (a) introduce yourself, (b) lead a discussion, and (c) team contributions: fill out a peer evaluation form twice (mid-term and final) (see Appendix 7 for the peer evaluation form).

REFLECTION PAPER (20 pts)

Write a (single-spaced and one-page) reflection paper. This end-of-class reflection should include lessons learned from class activities and team project: (a) create a title of the paper to aptly summarize your learning experience in a succinct way, (b) purpose and introduction, (c) key points of lessons learned, and (d) **plans** for how you will use knowledge and skills learned in your context, and (e) conclusion with suggestions. This paper should be written at the end of the semester after draft presentation is over.

GRADING GUIDELINES

See Assignment Guidelines on Canvas to ensure that you understand evaluation criteria before beginning an assignment. No incomplete 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 reasons why you need an extension or incomplete **in advance!**

⁵ Parker, G. M. (2006). What makes a team effective or ineffective? In J. V. Gallos (Ed.), *Organization development* (pp. 656-680). Jossey-Bass.

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 the Academic Integrity Policy.

In 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.

Late Work: No credit will be given for late assignments unless the student's provider 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

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. In order to accomplish these goals, both students and faculty of the College of Business at UT 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.

RESOURCES

Business Librarian

You may contact the UT Tyler Business Librarian Melissa Watson (melissawatson@uttyler.edu) when you need help in searching HRD literature.

HRD Journals

Five representative HRD journals (in alphabetical order) include:

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

If you become a member of the [AHRD](#) you can access all HRD journals, except *EJTD*.

[HRD Masterclass Podcast Series](#) explores the fundamentals of HRD and how those are changing in the workplace. Each of the 60 to 90-minute episodes focuses on a different aspect of HRD and includes a one-on-one discussion with each guest, as well as a group discussion in which all guests are together to discuss their shared interest in the episode topic.

TEXTBOOK

No textbook is required in this course as all readings are posted on Canvas Files.

Highly Recommended

Werner, J. M. (2022). *Human resource development: Talent development* (8th ed.). CENGAGE.

Recommended

Poell, R. F., Rocco, T. S., & Morris, M. L. (Eds.) (2024). *The SAGE Handbook of human resource development* (2nd ed.). SAGE.

Russ-Eft, D. F., & Alizadeh, A. (2024). *Ethics and human resource development: Societal and organizational contexts*. Palgrave Macmillan.
Swanson, R. A. (2022). *Foundations of human resource development* (3rd ed.). Berrett-Koehler Publishers.

REQUIRED READINGS

All journal articles and book chapters are posted on Canvas Files. You may also click the links with doi numbers to directly access the readings.

Week 1 (8/24-8/30): Introduction to HRD

Werner, J. M. (2022). Chapter 1: Introduction to human resource development. In *Human resource development: Talent development* (8th ed., pp. 2-31). CENGAGE.

Week 1 – Optional

Parker, G. M. (2006). What makes a team effective or ineffective? In J. V. Gallos (Ed.), *Organization development* (pp. 656-680). Jossey-Bass.

Week 2 (8/31-9/6): Definition of HRD

Livingston, J. S. (2003). Pygmalion in management. *Harvard Business Review*, 81(1), 97-106.
McLagan, P. A. (1989). Models for HRD practice. *Training & Development Journal*, 43(9), 49-59.

Week 2 – Optional

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.
<https://doi.org/10.1177/1523422315572618>

Week 3 (9/7-9/13): Basics of HRD 1 – The Interdisciplinary Nature of HRD

Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends*, 61, 46-52. <https://doi.org/10.1007/s11528-016-0124-6>
Werner, J. M. (2014). Human resource development ≠ human resource management: So what is it? *Human Resource Development Quarterly*, 25(2), 127-139. <https://doi.org/10.1002/hrdq.21188>

Week 3 – Optional

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.
<https://doi.org/10.1002/hrm.20002>

Week 4 (9/14-20): Basics of HRD 2 – Ethics in HRD

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.
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>

Week 4 – Optional

AHRD Ethics Taskforce. (2018). *Academy of Human Resource Development standards on ethics and integrity* (2nd ed.). <https://shorturl.at/1y1MR>

Russ-Eft, D. F., & Alizadeh, A. (2024). *Ethics and human resource development: Societal and organizational contexts*. Palgrave Macmillan.

Week 5 (9/21-9/27): T&D 1

Buell, R. W., Cai, W., & Sandino, T. (2023). Does gamified training get results? Yes—under certain conditions. *Harvard Business Review*, 101(2), 17-21.

Cascio, W. F. (2019). Training trends: Macro, micro, and policy issues. *Human Resource Management Review*, 29, 284-297. <https://doi.org/10.1016/j.hrmr.2017.11.001>

Week 5 – Optional

Groysberg, B. (2025). *Education technology: A technical note* (9-424-003). Harvard Business School Publishing.

Week 6 (9/28-10/4): T&D 2 – Training Transfer

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. <https://doi.org/10.1002/hrdq.21330>

Poell, R. (2017). Time to 'flip' the training transfer tradition: Employees create learning paths strategically. *Human Resource Development Quarterly*, 28(1), 9-15. <https://doi.org/10.1002/hrdq.21279>

Week 6 – Optional

Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63-105. <https://doi.org/10.1111/j.1744-6570.1988.tb00632.x>

Week 7 (10/5-10/11): 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.

Week 7 – Optional

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.

Week 8 (10/12-10/18): CD 2

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>

Hite, L. M., & McDonald, K. S. (2020). Careers after Covid-19: Challenges and changes. *Human Resource Development International*, 27(1), 142-151. <https://doi.org/10.1080/13678868.2020.1779576>

Week 8 – Optional

Baruch, Y., & Sullivan, S. E. (2022). The why, when and how of career research: A review and recommendations for future study. *Career Development International*, 27(1), 135-159. <https://doi.org/10.1108/CDI-10-2021-0251>

Week 9 (10/19-10/25): 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.
- Gawande, A. (2007, December 2). The checklist: If something so simple can transform intensive care, what else can it do? *The New Yorker*. <https://www.newyorker.com/magazine/2007/12/10/the-checklist>

Week 9 – Optional

- Cummings, T. G., & Cummings, C. (2014). Appreciating organization development: A comparative essay on divergent perspectives. *Human Resource Development Quarterly*, 25(2), 141-154. <https://doi.org/10.1002/hrdq.21186>

Week 10 (10/26-11/1): OD 2

- Garvin, D. A., Edmonson, A. C. & Gino, F. (2008). Is yours a learning organization? *Harvard Business Review*, 86(3), 109-116. <https://hbr.org/2008/03/is-yours-a-learning-organization>
- Meyer, E. (2024). Build a corporate culture that works: Start by thinking about the dilemmas your people will face. *Harvard Business Review*, 102(4), 67-75.

Week 10 – Optional

- Marsick, V. J., & Watkins, K. E. (2003). Demonstrating the value of an organization's learning culture: The Dimensions of the Learning Organization Questionnaire. *Advances in Developing Human Resources*, 5(2), 132-151. <https://doi.org/10.1177/1523422303005002002>

HRD 5343 COURSE SCHEDULE⁶

Unit	Week	Topic	Reading	Assignment
Introduction	1 (8/24-8/30)	• Orientation (Zoom) • Introduction to HRD	Werner (2022)	• Introduce yourself (8/26) • Discussion lead (8/26) • Discussion 1: 1 answer (8/26) & 2 comments (8/29) • Team formation & ground rules (8/30)
Definition	2 (8/31-9/6)	• Definition of HRD • Team Clinic 1	Livingston (2003); McLagan (1989)	Discussion 2
Basics	3 (9/7-9/13)	Basics of HRD 1: The interdisciplinary nature of HRD	Cho (2017); Werner (2014)	Discussion 3
	4 (9/14-9/20)	Basics of HRD 2: Ethics in HRD	Christensen (2010); Russ-Eft (2018)	Discussion 4
T&D	5 (9/21-9/27)	T&D 1	Buell et al. (2023); Cascio (2019)	• Discussion 5 • Final project: one-page outline (9/27)
	6 (9/28-10/4)	• T&D 2: Training transfer • Team Clinic 2	Johnson et al. (2018); Poell (2017)	• Discussion 6
CD	7 (10/5-10/11)	CD 1	Butler & Waldroop (1999); McDonald & Hite (2015)	• Discussion 7 • Mid-term peer evaluation (10/11)
	8 (10/12-10/18)	CD 2	Cho et al. (2019); Hite & McDonald (2020)	Discussion 8
OD	9 (10/19-10/25)	OD 1	Egan (2015); Gawande (2007)	Discussion 9
	10 (10/26-11/1)	OD 2	Gavin et al. (2008); Meyer (2024)	• Discussion 10 • Progress report (11/1)
Emerging Trends	11 (11/2-11/8)	Emerging Trends	Choose an episode from the AHRD HRD Masterclass Podcast	• Podcase episode review (11/8) • Cho's Participation in the Asian AHRD Conference, Tokyo, Japan
Synthesis & Reflection	12 (11/9-11/15)	Team Clinic 3: Final Check		
	13 (11/16-11/22)	Project Work		Draft website & ppt (11/22)
	14 (11/23-11/29)	Thanksgiving Week (no class)		
	15 (11/30-12/6)	Draft presentation (12/1, Tue.) Final submission Reflection		• Final website (12/6) • Reflection paper (12/6) • Final peer evaluation (12/6) • Course evaluation

⁶ All due dates and assignments are subject to change depending on the circumstances throughout the semester.

Appendix 1
Weekly Discussion Postings

Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Answer 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
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 Question	Followed the recommended logical flow: Two required readings were cited, and the week's question was answered	Partially followed the recommended logical flow: Only one of the two required readings 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
Engage in In-Depth Discussion	Actively engaged in discussion by responding to others' feedback and questions	Engaged in discussion by responding to others' feedback and questions	Did not engage in discussion by responding to others' feedback and questions
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

Team Ground Rules Sample

Team Ground Rules **(Summer 2026)**

Team Name: Sixth Sense Quad

Members: Gideon Gyimah, Connor Morgan, Monica Negrete, and Ra'Shonna White

Team Lead: Connor Morgan

Purpose: The purpose of this team ground rules document is to create ground rules for what the group project will be built upon. By having a clearly defined list accepted by every member of the team, it will foster collaboration, teamwork, and provide something to return to if disagreements or confusion arise during the project timeline.

Decision-Making: The team will operate through majority vote. If split 2 to 2, the team will examine the situation closely and take the time to come to the decision. All honest opinions and concerns about decisions should be discussed openly with the other members.

Weekly Meetings: Weekly meetings will be held on Wednesdays at 7 PM via Zoom. The meeting will start and end close to the set time for each meeting, with the team staying focused on the main agenda. The team will record each Zoom meeting, so if a member misses it, they can be filled in on the progress and discussion from that week.

Communication and Team Documents: All team members must respond to messages within 12 hours, and GroupMe will be used as the default messaging platform. Google Docs will be used to collaborate on all the documents for the project, with Word being used to submit the work. The team lead is also responsible for checking the final version and submitting all team documents. Wix will be used as the primary project website.

Quality Standards: Before submitting any assignment, all work will be proofread, and any references/citations will be verified, and the team lead will be the final checker. APA format will be used as instructed consistently throughout the project. All work and references will be completed and found humanly and without AI assistance, as per the course syllabus.

Communication with Dr. Cho: If contacting Dr. Cho about the group project is necessary, the team lead will communicate with Dr. Cho. All other team members will be cc:ed to include them in all communications.

Participation: Every team member must contribute an equal amount of effort and work to the project, must complete all delegated tasks on time, and must keep each other accountable for their delegated tasks. All members must attend the scheduled Zoom meetings or let the other members know ahead of time as soon as possible if one can't end up attending.

Consensus and Disagreements: Every team member must respect all ideas and opinions brought forward, and every member must have an equal opportunity to speak and express ideas. Any disagreements will be resolved maturely and respectfully. If the team is unable to reach a consensus, they will review the project requirements and course expectations and consult the instructor for guidance, giving the team members new perspectives to think about. Afterwards, if the team remains split, the team lead will ultimately make the final decision that they feel is best for the team.

Appendix 3
One-Page Review

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 summary of key ideas from the episode; a critical review of the episode; application; and references	One or two of the key elements is/are missing	Two or more of the key elements are missing or one-pager is not submitted
Summary of Key Ideas	Ideas of the episode chosen are 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 includes a few irrelevant ideas	Ideas are not clearly summarized in a pointed way or relevant to the topic. Includes irrelevant ideas, or the one-pager is not submitted
Critical Review	The episode chosen was analyzed from a critical perspective, which is grounded in substantive ideas	The episode chosen was not analyzed from a critical perspective. Only a few elements in the critical review are grounded in substantive ideas	The episode chosen 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 (7 th 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 and includes several typos and/or grammar errors. The APA style is not used correctly, or the one-pager is not submitted
Page Limit	The review is written on one page as required.	The review is a bit longer than one page, violating the requirement.	The review is more than one page, violating the requirement, or the one-pager is not submitted

Appendix 4

Team Project: Advertising/Promoting HRD

Work in teams. The purpose of the final project is to show your understanding of HRD from the perspective of three domains: T&D, CD, and OD. Think of the project as an advertisement or a promotional piece that represents HRD as you explain it to people in your context (e.g., business, non-profit, higher education, or the military). Use website for this promotional piece as indicated in the grading rubric (below). The advertisement ("website") should answer the following questions for the intended audience:

- How do you define HRD in your own words?
- What are the distinctive features of the three domains of HRD (T&D, CD, and OD)?
- How would you compare the three domains of HRD (T&D, CD, and OD)?
- How would you apply the three domains of HRD to your context?

Rubric

Evaluation Criteria	Specification
Project Requirements	▪ Covers all three domains of HRD (T&D, CD, and OD) ▪ Contains citations, examples, and/or evidence
Communication	▪ Website clearly presents information about HRD and three domains ▪ Website answers four questions (as above)
Introduction	▪ Introduction to the website ▪ Selection of your context
Three Domains (T&D, CD, & OD)	▪ Definitions of HRD and three domains ▪ Key terms and meanings are included
Implications for Your Context	▪ Examples of how each of the three domains apply to your context ▪ Implications for your context
Use of Terms and Ideas	▪ Efforts are made to apply the terms and ideas learned to your website ▪ Evidence/examples/references are used to support your website
Creativity	▪ Selection of a website as an optimum platform for presenting your understanding ▪ Presentation of a website demonstrates your creative efforts
Professional Outlook	▪ Balance between content, design, consistency, and a clear message ▪ Correct use of APA (2020) and no grammar and spelling errors
Overall	▪ Required content ▪ Application to the context ▪ Design aspects ▪ Navigation ▪ Resources ▪ References ▪ Other

Appendix 5 Team Project: One-Page Outline Sample

HRD in the Oil & Gas Industry: One Page Outline

Purpose of the Project: The purpose of this project is to present human resource development (HRD) concepts across the domains of training and development (T&D), career development (CD), and organization development (OD) as they apply to the oil and gas industry.

Presentation Format: We will create a website to model our understanding of HRD and its three domains. We will use Wix to build and customize the website.

Context: The oil and gas industry is one of the most prominent in Texas, with a significant impact on daily lives both economically and in the labor market in the state. Each team member has experience in the oil and gas industry, which enhances our ability to identify the gaps and challenges surrounding its current HR practices.

Overview of the Content: HRD is an organizational function, responsible for equipping the workforce in the organization with knowledge, skills, and attitudes (KSAs) through three domains of HRD, T&D, CD, and OD, to support optimal organizational performance (Werner, 2022).

- T&D focuses on changing or improving KSAs of employees by providing them with the necessary knowledge and skills to perform particular tasks or jobs (Werner, 2022).
- CD ensures the alignment of individual career planning and organizational career management processes to achieve an optimal match of personal and organizational needs (McDonald & Hite, 2015).
- OD is the process of improving organizational effectiveness and member well-being through planned interventions that apply behavioral science concepts and research (Werner, 2022)

Implications for the Context:

- T&D: Through the use of e-learning, mentorship, and simulators, T&D can enhance individual capabilities, strengthens team effectiveness, and serve as a strategic lever for businesses to gain a competitive advantage (Bell et al., 2017) in the oil and gas industry.
- CD: Supporting individual career growth and aligning personal goals with oil and gas industry needs will lead to improved employee performance and retention (McDonald & Hite, 2015).
- OD: With the collaboration of executive management, the oil and gas industry can apply behavioral science to develop learning and problem-solving processes that produce lasting cultural effects (Egan, 2015).

References

- Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017). 100 Years of training and development research: What we know and where we should go. *Journal of Applied Psychology*, 102(3), 305-323. <https://doi.org/10.1037/apl0000142>
- 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.
- 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.
- Werner, J.M. (2022). Chapter 1: Introduction to human resource development. *In Human Resource and development: Talent development*. (8th ed.) (pp. 2-31). Cengage.

Appendix 6
Final Project: Sample Websites

HRD in the Oil & Gas Industry: <https://emily57246.wixsite.com/level-set-human-reso>

HRD in Healthcare: <https://cmorgan169.wixsite.com/sixth-sense-consulti>

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	↓	↓	↓	
		↓	↓	
		↓	↓	
		↓	↓	
				↓
	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 as well as mine.

Signature: _____ Date: _____