

HRD 5343: Foundations of HRD (50099)

Summer 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: 5/11 (Mon) – 8/2 (Sun)
Orientation: 5/18 (Mon) at 7:00pm via Zoom
Office Hours: Mondays and 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 7 and Week 11
Draft Presentation: Week 12 – 7/28 (Tue) at 7:00pm
Communication: Canvas, email, and Zoom
Course Access: <https://uttyler.instructure.com/courses/53780>
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, 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 piece on HRD (**website**) for their final project. Students will discuss what each HRD domain means on Canvas on a weekly basis. A team of three to four students will collaborate to create a promotional piece that represents the HRD field.

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 in a compact and pointed way
- Work in teams to show an understanding of HRD in a promotional piece (**website**)
- Reflect on class activities, teamwork for the final project, lessons learned, and plans

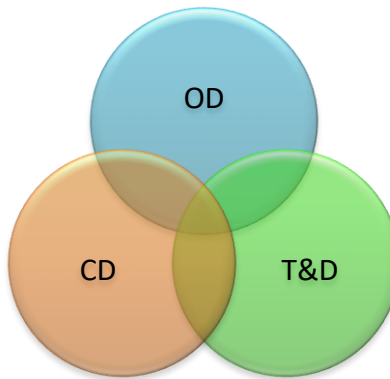
¹ McLagan, P. A. (1989). Models for HRD practice. *Training and Development Journal*, 43(9), 49-59.

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 be able to 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 noon** and that will guide you to the content and things to do in the following week. **Mini lectures** on APA, postings, HRD domains, and final team project will be added to Read Me First pages.

SYNCHRONOUS 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 5/18 (Mon) at 7:00pm**
- Team clinic in Week 7 and Week 11
- Draft presentation before final submission in Week 12

These synchronous meetings are required. In case of the orientation meeting, I will provide a Zoom recording so that you can review any necessary information to know. In a draft presentation meeting in Week 12, all team members should attend to present and answer questions.

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 (58%)** and **team project-based learning (42%)**, as many business courses are, 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 the master's students using the APA formatting guidelines (2020) 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 Google Docs 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 to you, 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 to you 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 promotional piece (**website**) and writing correctly following the APA as required. A critical success factor in the process is communication, communication, and communication!

APA FORMATTING GUIDELINES

You must follow the **APA** formatting guidelines (2020)⁴ in all writing assignments as it is required in the HRD MS and the College of Business at UT Tyler. To that end, see how I referenced readings in this syllabus. In this course, you will learn how to write well in a compact and pointed way using the APA.

ASSIGNMENTS AND DUE DATES

In this course, you are required to complete five assignments: weekly postings, two reviews of HRD podcasts, a final project (advertising HRD), class activities, and a reflection paper. All assignments are due by **Sunday at 11:59 pm CT, except weekly postings** (Wednesday for an answer and Saturday for two comments). 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 (28)	Weeks 1 to 10 (Answers by Wed & Comments by Sat)
2	HRD Masterclass Podcast Series : 2 reviews (20x2)	Ind	40 (11)	5/31 & 6/7
3	Advertising HRD	Team Formation & Ground Rules (10)	Team 150 (42)	5/24
		One-Page Outline (20)		6/21
		Progress Report (30)		7/19
		Draft (40) & ppt (20) Draft Presentation (Zoom)		7/26 7/28
		Final Submission (30)		8/2
4	Class Participation Activities	Introduce Yourself (10)	Ind 50 (14)	5/13 (Wed)
		Discussion Lead (20)		Your choice
		Team Contributions: Mid-term & final peer evaluation (10x2)		6/28 & 8/2
5	Reflection Paper	Ind	20 (5)	8/2
Total			360	

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) in the first 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 **Wednesday** and two comments on other students' answers by the end of **Saturday**. 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 sample answer below.

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

Sample Answer: "Livingston (2003) stated that the direct relationship of developing managers has positive expectations of employees which leads to enhanced employee performance, improved attitudes towards their job, and increased self-confidence. McLagan (1989) defined human resource development (HRD) as a developmental process aimed at increasing the value of individuals and organizations through training and development (T&D), organization development (OD), and career development (CD). Based on the two readings, I would define HRD as an ongoing developmental process that improves the skills, knowledge, and productivity of employees which leads to improved organizational outcomes" (quoted from Anya Arocha, 2024).

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 to ask probing questions to engage students in in-depth discussion. As a discussion leader:

- 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 this assignment, students will better understand the concepts and principles of the three domains of HRD and develop critical thinking skills:

- I will provide feedback on your postings if you didn't meet the posting requirements on Thursday morning so that you can revise your answer by **Saturday**.
- I suggest you post your answer and two comments early so that you can actively engage in discussion.
- I also suggest you do not add References at the end of your compact and pointed answer, unless there are new readings cited, to save space (see **Appendix 1** for the postings rubric).

HRD MASTERCLASS PODCAST: ONE-PAGE REVIEWS (40 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 two podcast episodes that interest you most and write two one-page reviews, 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?

Submit two single-spaced, one-page reviews by Week 3 (5/31) and Week 4 (6/7), including:

- 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 (140 pts)

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: a (small) business, K-12 school, non-profit, healthcare, higher education, or the military. You may choose whatever platform (e.g., website, brochure, or poster) to create a promotional piece you feel most appropriate if it meets the requirements as indicated in the grading rubric. The product 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 this final project, work through the following steps:

- When teams are formed by the instructor, 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 your team's name (and team members' first names) (on the left) in the header
 - The title of the team product (centered and boldfaced)
 - Purpose of the project in one sentence
 - The selection of:
 - A presentation format (**website**) and the rationale for the selection
 - Your context (e.g., business) and the rationale for the selection
 - Overview of the content: HRD and the three domains of HRD: T&D, CD, and OD
 - Implications for your context
 - References cited in the text
- Write a progress report that shows progress you have had
- Draft product and presentation
- Final product submission

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

CLASS PARTICIPATION (50 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, one-page) reflection paper. This end-of-class reflection should include lessons learned from class activities and team project-based learning, including: (a) create a title of the reflection paper to aptly summarize your learning experience in a compact and pointed 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.

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

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

I tried to integrate a research paper and a case or a practical paper each week. All journal articles and book chapters are posted on Canvas Files. You may also click the links with doi numbers below to directly access the readings.

Week 1 (5/11 – 5/17): 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 (5/18 – 5/24): 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 and 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 (5/25 – 5/31): 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 (6/1 – 6/7): 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 (6/8 – 6/14): 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 (6/15 – 6/21): 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 (6/22 – 6/28): 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 (6/28 – 7/5): 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 (7/6 – 7/12): 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 (7/13 – 7/19): 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 (5/11-5/17)	Introduction to HRD	Werner (2022)	<ul style="list-style-type: none"> • Introduce yourself (5/13) • Discussion lead (5/13) • Discussion 1: answer (5/13) & 2 comments (5/16)
Definition	2 (5/18-5/24)	Definition of HRD Orientation (Zoom)	<ul style="list-style-type: none"> • Livingston (2003) • McLagan (1989) 	<ul style="list-style-type: none"> • Discussion 2 • Team ground rules (5/24)
Basics	3 (5/25-5/31)	Basics of HRD 1: The interdisciplinary nature of HRD	<ul style="list-style-type: none"> • Cho (2017) • Werner (2014) 	<ul style="list-style-type: none"> • Discussion 3 • HRD Masterclass review 1 (5/31)
	4 (6/1-6/7)	Basics of HRD 2: Ethics in HRD	<ul style="list-style-type: none"> • Christensen (2010) • Russ-Eft (2018) 	<ul style="list-style-type: none"> • Discussion 4 • HRD Masterclass review 2 (6/7)
T&D	5 (6/8-6/14)	T&D 1	<ul style="list-style-type: none"> • Buell et al. (2023) • Cascio (2019) 	<ul style="list-style-type: none"> • Discussion 5
	6 (6/15-6/21)	T&D 2: Training transfer	<ul style="list-style-type: none"> • Johnson et al. (2018) • Poell (2017) 	<ul style="list-style-type: none"> • Discussion 6 • Final project: One-page outline (6/21)
CD	7 (6/22-6/28)	CD 1 Team Clinic 1	<ul style="list-style-type: none"> • Butler & Waldroop (1999) • McDonald & Hite (2015) 	<ul style="list-style-type: none"> • Discussion 7 • Mid-term peer evaluation (6/28)
	8 (6/29-7/5)	CD 2	<ul style="list-style-type: none"> • Cho et al. (2019) • Hite & McDonald (2020) 	Discussion 8
OD	9 (7/6-7/12)	OD 1	<ul style="list-style-type: none"> • Egan (2015) • Gawande (2007) 	Discussion 9
	10 (7/13-7/19)	OD 2	<ul style="list-style-type: none"> • Gavin et al. (2008) • Meyer (2024) 	<ul style="list-style-type: none"> • Discussion 10 • Progress report (7/19)
Synthesis & Reflection	11 (7/20-7/26)	Team Clinic 2 & Project Work		Draft product & ppt file (7/26)
	12 (7/27-8/2)	Draft presentation (7/28) Final submission Reflection		<ul style="list-style-type: none"> • Final submission (8/2) • Peer evaluation • Reflection paper • 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
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
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
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

Team Name: Royal Blue

Members: Brittany Rauch, Lauren Postell, and Sheena Ratcliff

Team Lead: Brittany Rauch

Purpose: The purpose of this team ground rules is to work together in a friendly and cooperative manner to complete the final project. We will collaborate to show our knowledge of HRD, which includes OD, T&D, and CD in the final project. We commit to communicating effectively and respectfully, completing our assignments on time, and ensuring they meet all the requirements.

Documents: Microsoft Word and Google Docs will be used to create, store, and collaborate on the team project's content. All documents will be stored in a HRD Team 3 shared drive folder for team access. The team leader will do the final check when converting from Google Doc to Microsoft Word. The team leader will be responsible for ensuring that all group assignments are submitted by the established deadlines.

Weekly Meetings: Team members will check in weekly by Saturday at 11 a.m. The Royal Blue weekly check-in folder is in the Slack channel and will state what would be accomplished during the week and what each team member expects to complete the following week. Check-ins will be hosted via Slack. Zoom meetings will be scheduled as needed.

Communication between Group Members: A Slack Channel has been created to facilitate communication and coordination among team members. It will be used to ask questions and share important information. All team members are expected to check in to Slack daily and provide feedback to other members. Messages in Slack are time-stamped; if a member has not contributed within a 24-hour period, a team member will reach out individually to ensure that the other person is still participating in the group project.

Communication with Dr. Cho: Communication with Dr. Cho will primarily be through the team leader via email. Other team members will be cc:ed to ensure that everyone is informed of progress promptly. If additional input is required, the team leader will arrange a suitable time for all team members to meet with Dr. Cho via Zoom. All team members are expected to check into Slack daily and provide feedback to other members. Weekly Zoom meetings will be scheduled, as necessary. The team leader will be responsible for ensuring that all group assignments are submitted by the established deadlines.

Participation: All team members are expected to actively participate. If a team member needs help with a specific part of the assignment, they are expected to ask for help from other team members and the team leader. Members should collaborate and support each other to ensure that the assignment progresses.

Consensus and Disagreements: In times of conflict, all team members are expected to respect one another, express their opinions, actively listen to others, and seek clarification when needed. The team should collaborate to reach a consensus that serves the best interests of the team as a whole. If a consensus cannot be reached, the decision will be made by a majority rule.

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 in 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 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, nursing, higher education, or the military). This promotional piece can be made in whatever platform (e.g., poster, website, or brochure) you feel most appropriate as long as it meets the requirements as indicated in the grading rubric (below). The advertisement ("Product") 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	<ul style="list-style-type: none"> ▪ Covers all three domains of HRD (T&D, CD, and OD) ▪ Contains citations, examples, and/or evidence
Communication	<ul style="list-style-type: none"> ▪ Product clearly presents information about HRD and three domains ▪ Product answers four questions (see above)
Introduction	<ul style="list-style-type: none"> ▪ Introduction to the advertisement of HRD ▪ Selection of your context ▪ Overview of the content covered
Three Domains (T&D, CD, & OD)	<ul style="list-style-type: none"> ▪ Your own definition of HRD ▪ Definitions, concepts, principles, and trends ▪ Key terms and concepts are included
Implications for Your Context	<ul style="list-style-type: none"> ▪ Examples of how each of the three domains would apply to your context ▪ Implications for your context
Use of Terms and Ideas	<ul style="list-style-type: none"> ▪ Efforts are made to apply the terms and ideas learned to your product ▪ Evidence/examples/references are used to support your ideas
Creativity	<ul style="list-style-type: none"> ▪ Selection of an optimum platform for the presentation of your understanding ▪ Originality matters ▪ Presentation of a complete product demonstrates your creative efforts
Professional Outlook	<ul style="list-style-type: none"> ▪ Balance between content, design, consistency, and a clear message ▪ Use of APA (2020) and no grammar and spelling errors ▪ Professional outlook
Overall	<ul style="list-style-type: none"> ▪ Content ▪ Application to Context ▪ Design Aspects ▪ Navigation ▪ References

Appendix 5

Team Project: One-Page Outline Sample

HRD in Healthcare: One-Page Outline

Title of Project: Dynamic Consulting Website on HRD in Healthcare

Purpose of the Project: To explain that human resource development (HRD) includes three domains as defined by McLagan (1989): training and development (T&D), career development (CD), and organization development (OD) within healthcare organizations.

Presentation Format: Our team decided to develop a website to explain HRD in healthcare as it is a great presentation tool that allows us to use strategic designs, engaging photos, and interactive elements to present information. We will use Wix to create the website.

Context: Our team decided to choose the context of healthcare as we are both familiar with the field. HRD can play a significant role in the ever-changing nature of the field by providing a framework to aid in its improvements.

Overview of the Content: HRD is defined as a developmental process aimed at increasing the value of individuals and organizations through T&D, CD, and OD (McLagan, 1989). This aids in improving employees, aligning individual career progression with organizational goals, and helping organizations initiate and manage change.

- T&D helps organizations develop the key competencies that enable individuals to perform current or future jobs (McLagan, 1989).
- CD assures the alignment of individual career planning and organizational career management processes (McLagan, 1989).
- OD helps groups initiate and manage change (McLagan, 1989).

Implications for the Context:

- T&D will aid in developing healthcare professionals' competencies which promotes greater learning, performance, and retention (Salas, 2012).
- CD will support alignment of goals between individuals and organizations which increases employee motivation and leads to increased organizational productivity (McLagan, 1989).
- OD will be used to create a collaborative management culture to improve employee engagement, collaboration, and organizational effectiveness (Egan, 2014).

References

- 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.
- McLagan, P. A. (1989, September). Models for HRD practice. *Training & Development Journal*, 43(9), 49-59.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74-101. <https://doi.org/10.1177/1529100612436661>

Appendix 6

Final Project: A Sample Website

<https://emily57246.wixsite.com/level-set-human-reso>

Appendix 7: Peer Evaluation Form

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

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

Preparation Prepared for team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time to team meetings				
Participation & Communication Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate				
Helps Group Excel Expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages others to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects		⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵	⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵	⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵
Team Player (Cooperation) Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others		⤵ ⤵ ⤵ ⤵ ⤵	⤵ ⤵ ⤵ ⤵ ⤵	⤵ ⤵ ⤵ ⤵ ⤵
Member Name	⤵ Team Player	Helps Group Excel	Participation & Communication	Preparation
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
(yourself)	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely

(Source: Adapted from Baker (2008), p. 205)

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: _____