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

Ph.D. Program

HRD 6310: Advanced Theory in Human Resource Development (HRD)

Spring, 2014

Saturday Mornings from 8:00 a.m. through 12:00 noon [as highlighted below]  
Location: College of Business – Room 104

Spring Semester Executive Schedule: Friday Evenings and Saturdays

January 17 – 18, 2014  
February 7 – 8, 2014  
February 28 - March 1, 2014  
March 28 – 29, 2014  
April 25 – 26, 2014

Course Syllabus

Facilitator: Andrea D. Ellinger, Ph.D.  
Professor

Address: The University of Texas at Tyler  
College of Business and Technology  
Department of Human Resource Development and Technology  
3900 University Blvd. – HPR 226  
Tyler, TX 75799  
(903) 566-7310 [Department Phone]  
(903) 565-5650 [Department FAX]  
(903) 566-7260 [Direct Phone Line]

Email: Andrea_Ellinger@uttyler.edu

Office Hours: Given the nature of this executive format, face-to-face meetings may be  
appropriate and therefore designated office hours on Friday afternoons from  
1:00 – 5:00 p.m. and on Saturday afternoons from 12:00 noon – 1:00 p.m.
on the scheduled doctoral weekend sessions may be applicable or necessary. Arrangements to communicate via Skype or by phone conference may also be scheduled. Please email to confirm an appointment time in person or via Skype or phone conference. Special appointments outside of these hours throughout the semester can be made via email. To make an appointment, please call (903) 566-7310/ (903) 566-7260 or contact me by email. Email communication to schedule appointments is preferred over leaving a voicemail on the direct main office phone line, or my office voicemail.

**Required Course**

**Textbook:**

There is no formal textbook but rather a set of PDF readings made available through Blackboard.

**Supplemental Recommended Readings and Referencing Resources:**


There is a free tutorial and additional information regarding corrections to the 6th edition. While completing the tutorial is not required, it is highly recommended and encouraged as this format will be used for all written...
assignments in this course. It will be expected that learners have familiarized themselves with this format so that it can be correctly used for course assignments.

PDF Reading List:

Blackboard will contain a “Required Readings” folder that will contain PDFs of required readings. The link to access the login for Blackboard for this course will be: https://blackboard.uttler.edu/webapps/login/

NOTE: Additional reading material may also be required to stimulate class discussion and to supplement the discussions as necessary.

Course Description and Purpose:

This course is designed to provide learners with an overview of what theory is, is not, and how it may be useful in the research process. This course will also examine theory building/development processes from deductive and inductive perspectives. More specifically, learners will examine and assess theories that scholars contend underpin the HRD field. Theories drawn from management and other fields will be examined.

This course will be facilitated in a doctoral seminar/discussion format with an emphasis placed on cooperative learning. The facilitator will provide an overview of key concepts, procedures and examples and learners will be assigned the task of synthesizing, integrating, and using that knowledge to further develop their awareness and understanding of the importance and utility of theory in the research process.

Course Objectives: The objectives of this course are to enable learners to:

- Consider the importance of theory in business research;
- Understand core theories associated with HRD;
- Become knowledgeable about the process of theory development from deductive and inductive perspectives;
- Become aware of other relevant theories and models that are relevant to HRD research and practice;
- Critique theories that are applicable to human resource development;
- Develop collaborative critiquing and writing skills;
- Experiment with technology to complete course assignments; and,
- Further develop research, writing, and critical thinking skills.
Course Requirements, Course Schedule, Assignments, and Evaluation:

The course facilitator’s intention is to create a comfortable, collaborative, and respectful learning environment that stimulates learners’ interests and enthusiasm about theory, models, and research in human resource development in general and further develops research, writing, and critical thinking skills. For this to occur, active participation is encouraged, valued, and necessary. The course is designed on the premise that each learner is a valued person with experiences and expertise that can be shared with others to enhance individual, group, and learning within the entire course community both during the compressed weekend sessions and online. Each learner has an opportunity to make unique contributions throughout this course, therefore, thorough preparation for each class session, an open-mind, and active engagement are critical requirements for learners. Learners should also be mindful of course requirements, and due dates for assignments. If learners have any concerns, or need any assistance in the course throughout the semester, please realize that the course facilitator is extremely receptive to working with learners to ensure a positive and rewarding learning experience occurs.

Course Requirements:

Reading Assignments and Class Participation:

Reading assignments are listed on the “Tentative Course Schedule” and should be read on the date listed prior to class meetings. Learners are expected to attend all five course sessions given the compressed executive format and should be prepared to engage in thoughtful class discussions of reading materials and actively participate in small group activities as deemed necessary and appropriate. Since lively, stimulating, and thought-provoking discussions both in class and via Blackboard are critical to achieving the goals of this course, learners should diligently prepare for class by reading the assigned articles, making notes, considering questions that can be generated to enhance further discussion, and should actively engage in class activities to demonstrate mastery of key concepts. Since the course will be organized in a seminar format, with learners taking responsibility for facilitating discussion on assigned readings, being present and being prepared are critical. NOTE: The facilitator reserves the right to administer “surprise quizzes” that will count toward all or a portion of the class participation grade if it is determined that learners are not reading the articles and are not adequately prepared to engage in class discussions.

Attendance, Cell Phone, Mobile Devices, Pager, and Laptop Policies:

Attendance at all five class sessions is expected and required for the accomplishment of course objectives. It is expected that learners will attend all class meetings in light of the condensed executive format. The facilitator recognizes that learners may have special issues and responsibilities that may impact attendance, however regular attendance is expected. If absences occur, the learner is responsible for contacting the facilitator in advance so that adjustments can be made to the instructional activities planned for a specific session. The learner is also responsible
for all work that is missed due to the absence from any class meeting, or portion thereof. Since a portion of the learner’s grade is based upon class participation, engagement, and participation, it should be expected that any missed classes will affect the grade earned for class participation, and will affect the final course grade. One absence will likely result in a final grade that may be reduced by one letter grade for reasons other than documented illnesses or emergencies. Two or more absences from class will result in a grade of F. Please Note: excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook.

The facilitator asks that learners arrive on time for the start of class and following scheduled breaks to avoid disruptions that may negatively impact others’ learning. It is also expected that cell phones, BlackBerries, I-pods, I-phones, and pagers are not used during class. If learners bring these mobile devices to class, please turn the sound off and make necessary calls outside of the classroom if emergencies occur, or during the scheduled break. If learners should bring a laptop or I-pad to class, it is expected that the laptop is disconnected from the Internet while class is in session. Surfing the Internet, reading or composing email, or sending instant messages while in class are particularly disruptive to the facilitator and other learners, and learners doing so will be asked to leave the class session.

Important Dates:
Census Date = To be announced
Last Day to Withdraw from Classes = To be announced
Date of Final Exam = Submission of Final Papers on May 1, 2014 by 9:00 a.m. CST

University Policies:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

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

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

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

**State-Mandated Course Drop Policy**
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

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

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

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.
**Student Absence for University-Sponsored Events and Activities**

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

**Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Rev. 06/2012

**College of Business Statement of Ethics:**

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

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

**Academic Dishonesty Statement**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the
following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event 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.

PLEASE NOTE: 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.

Overview of Course Schedule:

Week #1 – January 18, 2014 Session:

Getting Acquainted. Review of the Syllabus and Discussion of Pre-assigned articles on the topics of “what is theory,” “what theory is not,” “theorizing,” “use of theory,” what constitutes a theoretical contribution,” “theory development”:

Christensen & Raynor (2003)
Sutton & Staw (1995)
DiMaggio (1995)
Weick (1995)
Thomas (1997)
Lynham (2002a)
Whetten (1989)

Week #2 - February 8, 2014 Session:

Continuation of our Discussion about theory building from deductive and inductive perspectives, considerations of the importance of theory in business and management from scholarly and practice based perspectives, criticisms of theory, and review of core theories underpinning HRD through engagement with the following assigned articles:

Group 1: “Theory Building”

Lynham (2002b)
Egan (2002)
Turnbull (2002)

Group 2: “Research Methods in Theory Building and Theory/Practice”

Torraco (2002)
Ramsey (2011)
Group 3: “Criticisms of Theory”

Hambrick (2007)
Goshal (2005)

Group 4: “Foundational HRD Theories”

Swanson & Holton (2009) [Chapter 6]
Swanson (2008)
Storberg (2002)

Group 5: “Current Thinking on HRD Theory”

Korte (2012)
Yawson (2013)

**Week #3 – March 1, 2014 Session:**

Continuation of our discussion about the importance of theory, core organizational theories relevant to HRD and other theories and models relevant to HRD. The course facilitator has attempted to create clusters of topics to expose learners to seminal and contemporary theories and models relevant to the respective clusters through engagement with the following assigned articles:

**Group 1: “The Importance of Theory and Exposure to ‘31’ Theories”**

Crafting Theory Article
AMJ Article on Grounding Hypotheses
Hult (2012)

**Group 2: “Agency, Structuration, and Social Exchange Theories”**

Azevedo and Akdere (2011)
Veliquette (2013)
Cropanzano & Mitchell 2005)

**Group 3: “Workplace Learning and Knowledge Management”**

Fenwick (2006)
Thomas & Akdere (2013)
McIver et al. (2013)
Additional Readings – NOT REQUIRED:
Marsick, Watkins, Callahan & Volpe (2009)
Gibson (2004)
Brooks (2004)
Cunningham (2004)
Ipe (2003)

Group 4: “Groups and Teams”
Gersick (1988)
London et al. (2012)
Crawford & Lepine (2013)

Additional Readings: NOT REQUIRED
Kasl, Marsick, & Dechant (1997)
London & Sessa (2007)

Group 5: “Organizational Learning”
Dixon (1992)
Huber (1991)
Crossan et al. (1999)
Wang & Ellinger (2010)

AHRD 2013 Theory/Conceptual Proceedings Critique Presentations [5 groups]

Week #4 – March 29, 2014 Session:

Guest Scholar: Dr. Rochell McWhorter – Introduction to Summer Qualitative Research Course

and

Continuation of our Discussion about other theories and models relevant to HRD through engagement with the following assigned articles:

Group 1: “Organizational Change”
Van de Ven & Poole (1995)
Van de Ven & Sun (2011)
Madsen (2003)

Additional Readings: NOT REQUIRED
Lines (3005)
Group 2: “Employee Engagement”

Kahn (1990)
Shuck et al. (2013)
Sachau (2007)

Group 3: “Theories of Work and Sustainability”

Okhuygen et al. (2013)
Ardichvili (2013)
Becker et al. (2010)

Group 4: “Emotional Intelligence, Psychological Capital and Workplace Stress”

Thory (2013)
Luthans et al. (2006)
Sikora et al. (2004)

Group 5: “Scenario Planning and Cross-Cultural Issues”

Chermack (2004)
Zhang (2013)

OTHER MISCELLANEOUS THEORIES AND CONCEPTUAL ARTICLES

Germain (2011)
Chaudhuri & Ghosh (2012)

Week #5 – April 26, 2014 Session: “Mock Fishbowl Dissertation Proposal Defense Based Upon an “Executive Summary” of the Dissertation Proposal

This session will be devoted to creating a simulated dissertation proposal defense for members of the Fall, 2012 Cohort who are nearing the end of coursework and will be preparing for the preliminary exams. Members of this cohort will be expected to develop a 5 – 7 page executive summary of their dissertation proposals that can be disseminated to faculty at least a week in advance of this final session. Members of the Fall, 2013 Cohort will serve as observers and potential committee members, supplementing faculty participation. The logistics associated with this final session will be discussed well in advance of this final session.
1. **Active Class Participation (20% of Final Grade)**

Active class participation includes attendance, preparation for all class meetings, and active involvement in all class activities, both facilitated in class and online. Being present, being prepared, and actively and thoughtfully engaged are critical aspects of this component of the final grade. In particular, learners will be assuming responsibility for article discussions in a group setting and must carefully read the assigned articles, take notes, create questions, consider how the theory or model can be applied, and thoughtfully facilitate discussion on the assigned article.

2. **Interview of Prominent HRD and Management Scholars to Gain Insights About Their Perspectives About Theory and Their Specific Use of Theory in their Research. This will be an Uploaded Video Presentation using Vimeo (10% of Final Grade)**

Learners will form trios and will conduct an interview with a prominent faculty member in the HRD or management fields (you may consider selecting your interview subject based upon your research interests or through the theory SIG at the AHRD or you may opt to interview a faculty member in the UTTyler Management Department), [HRDT faculty at UTTyler are not to be interviewed for this project nor are the following scholars who participated in the interview process in Fall, 2011: Drs. Ann Gilley, Michael Marquardt, Richard Swanson, Toby Egan, Gary McLean, Jamie Callahan, Tom Reio, Russ Korte, Miguel Quinones, Darren Short, Diane Chapman, Holly Hutchins, Marilyn Byrd or the Spring, 2012 interview process: Drs. Laura Bierema, Brad Shuck, Chaunda Scott, Lisa Burke, Marshall Scott Poole, Gene Roth, Susan Lynham, Darlene Russ-Eft, Robin Grenier, Paul Herr, Jo Tyler, Reid Bates, Wendy Ruona] to better understand the faculty member’s perception of theory (what it means, how important it is to HRD and to his/her program of research, theories/models that have informed the scholar’s research, consideration of theories deemed interesting and relevant for the future of HRD). Learners should anticipate that the interview will take approximately 15 - 30 minutes. Insights from the interviews will be synthesized by all assignment partners and a video/podcast will be prepared using a personal laptop (most laptops have both microphone and video cameras installed), I-phone, or any other appropriate mechanisms for recording videos/podcasts available to learners. The video/podcast will be uploaded into a Vimeo account purchased by the facilitator. The email and password will be provided for the Vimeo account and instructions will be made available for uploading the video/podcast presentation. The video/podcast ideally should include all partners but may be presented by one partner if distance and travel issues become problematic. It is required that all partners participate in
the actual interview (the interview can be completed by telephone conference, Skype, or using both email and phone to provide the scholar with the interview questions and to follow-up with the responses). Learners should anticipate creating videos/podcasts that are approximately 10 - 15 minutes in length to present the findings from the interview. Learners should develop a handout as necessary that can be “cut and pasted” and posted into the body of a thread on the course Blackboard site (a thread will be developed for this purpose) [please avoid using attachments as some learners may have difficulty opening them] for all course participants that provides additional detail about the insights gleaned from the prominent scholar during the interview process if it cannot be contained within the video. [NOTE: You may need a laptop with video camera and microphone or a Logitech device to complete this assignment] [Note: Since this assignment is a course project that requires the collection of interview data, IRB materials relevant to this classroom assignment have been submitted and signed consent forms will be required for submission from the prominent scholars. It is required that the signed consent forms are provided to the course facilitator].

3. **Group in-class Article Critique Presentation (15% of Final Grade)**

Learners will be self-selected into five small groups of 5 – 6 learners and will collectively select a published refereed research conference proceeding from the 2013 *Academy of Human Resource Development Conference CD-ROM* that is of interest to critique and represents a theory or conceptual article (not a qualitative study, a quantitative study, a mixed method study, or literature review). Following the final AHRD proceeding submission guidelines and HRDR reviewer guidelines, the learners will develop a PowerPoint presentation that respectfully provides a critique of the selected proceeding. Learners should anticipate having a maximum of 15 minutes to present the critique of the proceeding. The presentation will be conducted in the class face-to-face session. The PPT Slide Presentation should also be uploaded into the respective discussion forum on Blackboard. Learners who become AHRD members can access the proceedings online as part of the membership benefits. **PLEASE NOTE:** Two groups formed in HRD 6350 initially selected conceptual articles on coaching and action learning respectively and these groups can be re-activated for this assignment if preferred: **Group 1:** Beth Adele, Sam Carrell, Jennifer Duplessis, Abbie Lambert; **Group 2:** Jim Aller, John Dexter, Debbie Herd, Ben LeVan, Romell Thomas.

4. **Small Group Selection of a Theory and Accompanying Empirical Research Article Underpinned by the Selected Theory. This will be an Uploaded Video Presentation using Vimeo (15% of Final Grade)**

Learners will form 5 groups based upon their mutual interests. Each group will identify and select a theory article from a scholarly journal (there are journals that specifically publish theoretical and conceptual papers) that represents a theory that we have NOT discussed or considered (please do not duplicate the articles that are being read and discussed in class, or those selected by other groups for this assignment). The learners will
provide the full bibliographic reference, a PDF of the actual selected article, and will provide an abstraction of the article in narrative form in a PPT presentation format so that the full learning community gains additional awareness of the specific theory. In essence, the group will be “educating the full learning community about a specific theory not discussed in class”. Then, the group will identify an empirical research study that has used this specific theory as the underpinning for this study. The group will then develop a brief overview of the empirical study describing how the selected theory was used. Each group will then develop a PPT Slide Presentation that will be used to narrate a Vimeo video that does not exceed 30 minutes to present the theory and accompanying empirical research article underpinned by the selected theory. It would be appropriate to allocate 15 minutes to the description and articulation of the theory and the remaining 15 minutes to the description and articulation of how the selected theory was used in an empirical study. The video should be uploaded into the Vimeo account for this course. The PPT Slide Presentation and the two selected articles should be uploaded into the respective discussion forum on Blackboard. Please refer to instructions regarding the creation of the videos in Assignment #2.

5. Written Narrative Comparison/Contrast of 2 Potential Theories or Models that can Potentially Underpin the Learner’s Research Interests (40% of Final Grade)

Learners will consider their research interests and will identify two potential theories or models that may be relevant to their research. Upon the identification of these two theories or models, learners will briefly describe each theory or model and then will compare, contrast and critique them, along with their appropriateness for potentially guiding, influencing, or underpinning their future research for the dissertation. This paper should be approximately 6 – 8 pages in length (double-spaced and page numbered not including title page and references). Please upload the paper into the respective Assignment Link in Blackboard. The due date of this assignment is April 28, 2014 by 9:00 a.m. CST.
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<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>1. Active Course Participation</td>
<td>20%</td>
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<td>2. “Trio” Interview of Prominent HRD or Management scholar to Gain Insights About Their Perspectives About Theory and Their Specific Use of Theory in their Research. This will be an Uploaded Video Presentation using Vimeo.</td>
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<td>3. Group in-class Article Critique Presentation</td>
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<td>5. Written Narrative Comparison/Contrast of 2 Potential Theories or Models that can Potentially Underpin the Learner’s Research Interests</td>
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**Total Points** 100%

**Evaluation of Assignments:**
Learners should note that all written assignments will be evaluated based upon the following criteria:

- **Style:** Clarity of expression on the topic of the written assignment.
- **Relevance:** Selection and expression of ideas, concepts, and information being provided to address the nature of the written assignment.
- **Defensibility:** Demonstrated analytical and conceptual abilities that support the focus of the written assignment, and the quality of the support of evidence for statements included in the written assignments.
APA Style: All written assignments must be type written or prepared on a word processor or computer. All papers should be double-spaced and students are expected to use 6th edition APA reference style on all written assignments. All written assignments should be spell checked prior to submission.

Grade Distribution: [Refer to “Graduate Policies and Programs Handbook”]

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<thead>
<tr>
<th>Grade</th>
<th>Level of Performance</th>
<th>Grade Points</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
<td>90 – 100%</td>
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<td>B</td>
<td>Average</td>
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<td>Poor</td>
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Grade Replacement Policy:

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the census data for the semester. See the current semester’s schedule of classes for such date. During a normal semester, it is usually the 12th day of classes. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2008-10 Catalog, p. 26).

Additional Notes:

The facilitator reserves the right to make changes to the syllabus, course schedule and assignments as necessary, but will announce all changes in advance.
### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Approach</th>
<th>Readings and Assignments Due*</th>
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<tbody>
<tr>
<td><strong>Pre-Session #1</strong></td>
<td><em>Preparation</em></td>
<td>Individual Reading and Note Taking</td>
<td>Christensen &amp; Raynor (2003)</td>
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*NOTE: Additional readings may be provided to supplement and provide illustrations of different types of theory and its application and relevance.*
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<tr>
<th>In Between Session #1 and Session #2</th>
<th>Individual Reading and Note Taking</th>
<th>Readings/Assigned Group Article Discussion/Presentation</th>
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<tr>
<td><strong>DUE: February 3, 2014</strong> Interview of Prominent HRD and Management Scholars to Gain Insights About Their Perspectives About Theory and Their Specific Use of Theory in their Research. This will be an Uploaded Video Presentation using Vimeo. Note: All Course Participants should Watch all of the Videos Before the class Session on February 8, 2014.</td>
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<tr>
<td>Group Discussions/Debrief And Collective Discussions and Debrief</td>
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### In Between Session #2 and Session #3

<table>
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<tr>
<th>Group 5: “Current Thinking on HRD Theory”</th>
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<tbody>
<tr>
<td>Korte (2012)</td>
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<td>Yawson (2013)</td>
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| Individual Reading and Note Taking       |
| Readings/Assigned Group                  |
| Article Discussion/Presentation         |
| Work on AHRD 2013                        |
| Theory/Conceptual                        |
| Proceedings Critique                     |
| Presentations [5 groups]                 |

### Session #3 – March 1, 2014

<p>| Continuation of our discussion about the importance of theory, core organizational theories relevant to HRD and other theories and models relevant to HRD. The course facilitator has attempted to create clusters of topics to expose learners to seminal and contemporary theories and models relevant to the respective clusters through engagement with the following assigned articles. |
| Group Discussions/Debrief And Collective Discussions and Debrief |
| DUE: March 1, 2014 |
| AHRD 2013 |
| Theory/Conceptual |
| Proceedings Critique |
| Presentations [5 groups] |
| <strong>Group 1: “The Importance of Theory and Exposure to ‘31’ Theories”</strong> |
| Crafting Theory Article |
| AMJ Article on Grounding Hypotheses |
| Hult (2012) |
| <strong>Group 2: “Agency, Structuration, and Social Exchange Theories”</strong> |
| Azevedo and Akdere (2011) |
| Veliquette (2013) |
| Cropanzano &amp; Mitchell 2005 |</p>
<table>
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<th>Group 3: “Workplace Learning and Knowledge Management”</th>
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<tbody>
<tr>
<td>Fenwick (2006)</td>
</tr>
<tr>
<td>Thomas &amp; Akdere (2013)</td>
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<tr>
<td>McIver et al. (2013)</td>
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**Additional Readings – NOT REQUIRED:**
- Gibson (2004)
- Cunningham (2004)
- Ipe (2003)

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<th>Group 4: “Groups and Teams”</th>
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<tr>
<td>Gersick (1988)</td>
</tr>
<tr>
<td>London et al. (2012)</td>
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<tr>
<td>Crawford &amp; Lepine (2013)</td>
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**Additional Readings: NOT REQUIRED**
- Kasl, Marsick, & Dechant (1997)

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<tr>
<th>Group 5: “Organizational Learning”</th>
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<tr>
<td>Dixon (1992)</td>
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<td>Huber (1991)</td>
</tr>
<tr>
<td>Crossan et al. (1999)</td>
</tr>
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<td>Wang &amp; Ellinger (2010)</td>
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<td>In Between Session #3 and Session #4</td>
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<tr>
<td><strong>DUE:</strong> March 24, 2014 <strong>Small Group Selection of a Theory and Accompanying Empirical Research Article Underpinned by the Selected Theory. This will be an Uploaded Video Presentation using Vimeo.</strong> <strong>Note:</strong> All Course Participants should Watch all of the Videos Before the class Session on March 29, 2014. <strong>Work on Individual Final Paper</strong></td>
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<tr>
<th>Session #4 - March 29, 2014</th>
<th>Continuation of our Discussion about other theories and models relevant to HRD through engagement with the following assigned articles.</th>
<th>Group Discussions/Debrief And Collective Discussions and Debrief <strong>Guest Scholar: Dr. Rochell McWhorter - Introduction to Summer Qualitative Research Course</strong></th>
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<tr>
<td>In Between Session #4 and Session #5</td>
<td>Individual Reading and Note Taking</td>
<td>Readings/Assigned Group Article Discussion/Presentation</td>
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<td>Work on Individual Final Paper</td>
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<td>Fall, 2012 Cohort Members Must Upload a Brief “Executive Summary” of the Dissertation Proposal for the “Mock Fishbowl Proposal Defense” by April 21, 2014 on or before 12:00 noon CST.</td>
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</table>

| Session #5 – April 26, 2014 | “Mock Fishbowl Dissertation Proposal Defenses” for Fall, 2012 Cohort | Simulated dissertation proposal defense experience and Bringing the course to closure. | Final Paper is DUE on April 28, 2014 by 9:00 a.m. CST |

Other Recommended Supplemental References


**A Listing of Potential Publication Outlets***

*Adult Learning*

**Asian Pacific Education Review**

**New Horizons in Adult Education and Human Resource Development**

**Adult Education Quarterly**

**The Canadian Journal of Adult Education Studies**

**The International Journal of Lifelong Education**

The Journal of Continuing Higher Education

The New Zealand Journal of Adult Learning

**The Pennsylvania Association for Adult and Continuing Education (PAACE) Journal of Lifelong Learning**

**Human Resource Development Quarterly**

**Human Resource Development International**

**Human Resource Development Review**

**Advances in Developing Human Resources**

**Performance Improvement Quarterly**

**The Academy of Management Review**

**The Academy of Management Journal**

**The Academy of Management Executive**

**The Academy of Management Learning and Education**

**Strategic Management Journal**

**Asia Pacific Journal of Management**

**Leadership Quarterly**

**Human Resource Management Review**

**Journal of Organizational Behavior**

**Journal of Applied Behavioral Science**

**Journal of Managerial Inquiry**
Organizational Dynamics
**International Journal of Human Resource Management**
**International Journal of Manpower**
**Management Learning**
**Harvard Business Review**
Sloan Management Review
California Management Review
**The Journal of Workplace Learning**
**The International Journal of Training and Development**
**The Journal of Management Development**
Human Resource Management
**Human Resource Management Journal**
**International Journal of Human Resource Management**
**Journal of Applied Behavioral Science**
**Journal of Applied Psychology**
**Journal of Business and Psychology**
**Journal of Business Ethics**
**Journal of Career Development**
**Journal of European Industrial Training**
**Organization Science**
**Organization Studies**
**Personnel Psychology**
**Leadership and Organization Development Journal**
Organization Development Journal
Journal of Organizational Behavior
**Journal of Vocational Behavior**
**Journal of Vocational Education Research**
Journal of Human Resources
Career Development International
Education & Training
Industrial and Commercial Training
The International Journal of Educational Management
Journal of Educational Administration
**Journal of Knowledge Management**

**Employee Relations**

**Journal of Managerial Psychology**

**Journal of Change Management**

**Journal of Organizational Change Management**

**Personnel Review**

**Administrative Science Quarterly**

**Human Relations**

*Women in Management Review*

Training

*Training and Development Journal (ASTD)*

*Performance Improvement*

**The Learning Organization Journal: An International Journal*

*Business Horizons*

*International Business Review*

*Journal of International Management*

*Journal of World Business*

**International Journal of Management Reviews**

**The British Journal of Management**

**Journal of Management**

**SAM  Advanced Management Journal**

**Journal of Management Studies**

**International Journal of Evidence Based Coaching and Mentoring**

*Potential Conference Venues [Some may have published Conference Proceedings]:*

The Academy of Management (AOM)

The Academy of Human Resource Development (AHRD)

The Society for Advancement of Management (SAM)

The Adult Education Research Conference (AERC)

The Annual Conference on HRD Research and Practice Across Europe

The AHRD Asian Chapter Conference

Midwest Research to Practice Conference
The American Association for Adult and Continuing Education (AAACE)
The American Society of Training and Development Conference (ASTD)
The International Society of Performance Improvement (ISPI)
The International Conference on Researching Work and Learning
SCUTREA Conference
Transformative Learning Conference (Columbia University)
The Institute of Behavioral and Applied Management (IBAM)

* Please note that these listings are suggestions only and may be incomplete

**Note 1: Tips for the Preparation of Written Materials [courtesy of Dr. Gary McLean]**

HRD work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors. I don't expect you to be a master typist; correction of errors in pen will be acceptable.

All written materials should be produced in such a way that they are easy for the facilitators to read. They must be double spaced. All pages should be numbered. All written work must be produced in 12-point font. Do not use full justification for your margin (i.e., have all lines end at the same place). This practice adds considerably to reading time. Papers must meet these criteria in order to be graded. And please use a staple, not a paper clip, to hold the document together. Fancy plastic covers are unnecessary.

I assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Past experience suggests the following major problem areas:

1. Proofread carefully; if you make a typing error, at least mark the correction in pencil.

2. its = possessive it's = contraction for it is

3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.

4. A dash is typed with two hyphens without a space before or after, e.g., end--then, NOT end-then, and NOT end - then. There is still a role for a hyphen, however, e.g., "up-to-date resume."

5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices in our catalog DO not include sales tax. Poor: Any learner caught smoking in the halls will have their cigarettes confiscated. Better: Any learner caught smoking in the halls will have his or her cigarettes confiscated. Best: All learners caught smoking in the halls will have their cigarettes confiscated.

   Tense agreement: Poor: Jones and Smith (1984) discuss what happens when managers give bad performance appraisals. They reported about what happened in five companies. Better: Jones and Smith (1984) discuss...report... Better: Jones and Smith (1984) discussed...reported..
6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g., The consultant signed the contract, but the client did not. BUT The consultant signed the contract but objected to paragraph 4.

7. Quotation marks always go outside periods and commas, e.g., ...end." They go outside the question mark if the question is quoted; inside if the whole sentence is a question.

8. Each sentence must have a SUBJECT and a VERB.

9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for: more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.

10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea. See if it should be broken down into two or more concise paragraphs.

11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of the paragraph.

12. An academic or professional paper should be written in a formal way, even if it has a "creative" thrust or content. This means that it should include a beginning, a middle, and an end. Make it easy for the reader, when possible, by using labels for these components, e.g., "Introduction," "Conclusion."

An introductory paragraph tells the reader where you are going by introducing the main points. The body of the paper should contain a separate section for each of the main points. Sometimes writers use a separate heading for each main point.

The conclusion, or summary, of the paper should take one or two paragraphs and summarize how your arguments have supported the main points you laid out in the introduction.

13. Useful reference books (bibliographies, punctuation, etc.):

- Publication manual of the American Psychological Association (6th Ed.) This can also be found on line at: http://www.apa.org