

**HRD 5343: FOUNDATIONS OF HUMAN RESOURCE DEVELOPMENT (81770)  
FALL 2020**

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

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Class Time:	Aug 24 (Mon) – Dec 12 (Sat) (Week 14 (Thanksgiving) – no class)
Instructor:	Dr. Yonjoo Cho (ycho@uttyler.edu)
Class Location:	Online via Canvas
Office Hours:	Tue & Thu at 3:00 – 4:30 pm CST (Other times by appointment)
Communication:	Canvas and emails
Course Access:	<a href="https://uttyler.instructure.com/courses/20166">https://uttyler.instructure.com/courses/20166</a>

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## **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 course, students will learn McLagan's (1989)<sup>1</sup> classic definition of HRD integrating training and development (T&D), career development (CD), and organization development (OD) through the process of critically reviewing required readings, analyzing case studies, and writing a position paper in which teams of students choose the most intriguing topic, present their position statement concerning why the chosen topic is significant to HRD, and provide implications for HRD research and practice.

HRD as research has affinity with other fields such as instructional technology (IT), human performance technology (HPT), human resource management (HRM), and organization development (OD) (Cho, 2017)<sup>2</sup>. HRD as a practice has great potential because its emerging trends ask us to view the HRD field in a more integrated and complicated way as with the emerging topics: technology, diversity, and the role of HRD (e.g., leadership, NHRD) in the Covid-19 pandemic.

In this course, students are expected to understand the three domains of HRD defined by McLagan (1989) through readings on theory and practice (case studies), discussions, and writing one-page critiques and a final position paper. Students will read required readings, discuss what each domain of HRD means, and write a one-page critique to show their understanding of each domain. A team of three students will collaborate to write a final position paper in which they choose the most intriguing HRD topic from the three domains of HRD and write their position statement in ways that convincingly answer why the chosen topic is significant to HRD research and practice.

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

<sup>2</sup> Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends*, 61, 46-52.

## COURSE OBJECTIVES

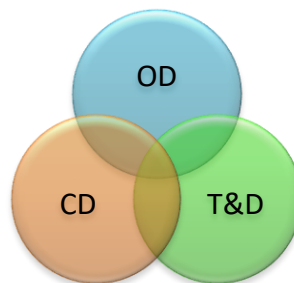
At the completion of the course, students will be able to:

- Explain definitions, concepts, principles, and approaches to HRD
- Articulate distinctive features of three domains of HRD including T&D, CD, and OD
- Develop critical thinking skills by answering the instructor's weekly discussion questions, commenting on other students' postings, and leading a week's discussion
- Discuss the interdisciplinary nature of HRD and its neighboring fields: IT, HPT, HRM, and OD
- Discuss emerging trends in the field through the topics on technology, diversity, and the role of HRD (e.g., leadership, NHRD) in the Covid-19 pandemic
- Write a position paper for which teams of three students collaborate to convince the reader of the significance of the chosen topic and to provide implications for HRD research and practice
- Develop communication skills through working with team members as well as the instructor
- Reflect on class activities, teamwork, writing assignments, and lessons learned

## COURSE OUTLINE

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

Figure 1  
*Definition of HRD*



This course is divided into the following:

- Introduction
- Basics of HRD
- Training & Development
- Career Development
- Organization Development
- Emerging Trends in HRD Research and Practice
- Final Position Paper Submission and Reflection

## READ ME FIRST (Canvas Modules)

Begin each week by reading a **Read Me First** (Canvas Modules) that will be posted by **Friday at 9:00 am CST** to guide you concerning what is covered and what to do in the following week. In the first week, post an introduction to yourself in Discussion to get to know other students and to identify your team members to work on the final position paper assignment.

## SYNCHRONOUS MEETINGS AND MEET THE LEADERS

Research on online teaching and learning (e.g., Garrison et al., 2000<sup>3</sup>) indicates that students need synchronous meetings to feel “presence” in online classes. However, due to the Covid-19 pandemic, instead of having synchronous meetings, I will post recordings for **Meet the Leaders** (e.g., Dr. Darlene Russ-Eft on ethics in HRD) as supplementary.

## ASSIGNMENTS AND DUE DATES

In this course, you are required to complete five assignments: weekly discussion postings, three one-page critiques (one-pagers) on HRD domains (T&D, CD, & OD), a final position paper, a reflection paper, and class participation activities. Please submit all assignments, except weekly postings, by **Monday at 11:59 pm CST** in Word so that I can easily provide feedback; pdf submissions will be notified in advance.

	Assignment	Point	Due
1	Weekly Discussion Postings	20	Answers by Wed & Comments by Sat
2	One-Pagers	One-pager 1 on T&D (10)	9/28 (Mon) at 11:59 pm CST
		One-pager 2 on CD (10)	10/12
		One-pager 3 on OD (10)	10/26
3	Final Position Paper	One-page paper outline (10)	11/2
		Draft paper (10)	11/30
		Final paper (10)	12/7
4	Class Participation Activities	Teams' ground rules (2)	9/7
		Discussion lead (3)	(Your choice)
		Mid-term class evaluation (1)	10/19
		Peer review of a draft paper (2)	12/2
		Peer evaluation (2)	12/7
5	Reflection Paper	10	12/7
Total		100	

<sup>3</sup> 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.

## Weekly Discussion Postings (20 pts)

I will post weekly discussion questions in Discussions (Canvas), and a discussion leader of a discussion group will lead the week's discussion. Post at least one **compact and pointed answer** to the discussion question by the end of **Wednesday** and two comments on other students' answers by the end of **Saturday**. **Discussion leaders** are expected to read all required and optional readings, provide feedback on other students' intriguing answers, and/or ask follow-up questions to engage them in in-depth discussion. In the process, students will develop critical thinking skills, as the founding father of action learning Reg Revans (2011) indicated in his learning formula<sup>4</sup>,  $L$  (learning) =  $P$  (programmed knowledge) +  $Q$  (questioning). I will review the quality and quantity of student postings each week, and if you did not meet the posting requirements, I will send immediate feedback individually after the first due date (Wed) so that you are required to revise your answer as directed by the second due date (Sat) (see **Appendix 1 for the postings rubric**).

## One-Page Critiques (One-Pagers) (30 pts)

The purpose of writing one-pagers is to show your understanding of the three domains of HRD (T&D, CD, and OD) from a critical perspective. To write a one-pager on each domain of HRD, which is worth 10 points, work through the three steps including: (a) briefly summarize key ideas, (b) add your ideas from a critical perspective, and (c) recap the significance of your critique in a pointed way. In each (single-spaced) one-pager, include:

- Your name and course title in the header
- The title of the one-pager
- A brief summary of key ideas from each domain (T&D, CD, or OD)
- A critical review of an HRD domain concerning its strengths and limitations
- Conclusion
- 3-5 References that were cited in the text to support your ideas

**Why should you write this in one-page?** You will learn how to organize your idea in a compact and pointed way, which is considered "good writing." One-pagers will be evaluated for inclusion of key elements, relevance to the topic, critical analysis, attention to detail (APA 7<sup>th</sup> ed.), and a one-page requirement (see **Appendix 2 for the one-pager rubric** and **Appendix 3 for a one-pager sample**).

## Final Position Paper (30 pts)

Based on your individual understanding of three domains, work in teams of three students to complete this final position paper assignment. This is an outstanding opportunity to show your AGREED understanding of the foundations of HRD from the perspective of McLagan's (1989) definitions of HRD through teamwork. To that end:

- Form a team of three students. To identify your team members, briefly introduce yourself in Canvas Discussion in the first week. The team member selection criteria include: similar interests, diversity (e.g., gender, nationality, learning style), and proximity.

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<sup>4</sup> Revans, R. (2011), *ABC of action learning*, Surrey, UK: Gower.

- After forming a team of three students, name the team for team-building purposes, designate a team leader who will represent your team, and set up ground rules specifying what to do and what not to do throughout. You may or may not have weekly regular meetings to complete this assignment.
- Write a **one-page paper outline** in Week 11 (11/2) that details your plan on what to do to write a final position paper. The outline must include key elements including: title, purpose, context, literature review, significance of the paper (position statement), implications for HRD research and practice, and references. The one-page paper outline will be evaluated for criteria including: inclusion of key elements, being thorough, one-page, the number of revisions, and writing (APA 7<sup>th</sup> ed.) (see **Appendix 4 for the one-page paper outline rubric**). We will have a team clinic in Week 13 to check if you are going in the right direction.
- Write a **double-spaced position paper** (no more than 15 pages) including:
  - Cover page (title)
  - Main body (**up to 10 pages**):
    - Introduction (purpose and context)
    - Literature review on a selected HRD topic
    - Significance of the paper (position statement): Why does your position statement about the chosen HRD topic matter to HRD?
    - Implications for HRD research and practice
  - References
- Submit a **draft paper** by Nov 30 (Mon), receive feedback from me and classmates by Dec 2 (Wed), finalize the draft paper, and submit a final position paper in Week 16. This revision process will give students an opportunity to improve the quality of their draft papers.
- The final paper will be evaluated for criteria including: (a) inclusion of key elements, (b) significance of the position statement, (c) paper organization and logical flow, (d) clarity, (e) relevance to foundations of HRD, and (f) attention to detail (APA 7<sup>th</sup> ed.) (see **Appendix 5 for the final paper rubric**).

The purpose of the **peer-review** of a draft paper is to give students an opportunity to see other draft paper and to provide their feedback on the content and technical aspects.

### **Class Participation (10 pts)**

Actively participate in class activities including ground rules, discussion lead, a peer-review of a draft paper, and peer and class evaluation (see **Appendix 6 for the peer evaluation form**).

### **Reflection Paper (10 pts)**

Write a (single-spaced, three-page) reflection paper. This end-of-class reflection paper should include lessons learned from accomplishing five class assignments: (a) title, purpose, and introduction, (b) key points of lessons learned from class participation activities and writing assignments, and (c) a conclusion with suggestions.

### **FINAL GRADES**

Grade	A	A-	B+	B	B-	C+	C	C-	F
Range	94% +	90% +	87% +	84% +	80% +	77% +	74% +	70% +	61% -

## **GRADING GUIDELINES**

To complete assignments, see Assignment Guidelines in Canvas. I will provide feedback on each assignment. Ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be awarded unless there is an emergency (e.g., childbirth). In case of a late submission, there will be one point subtracted from your grade per day.

## **ACADEMIC DISHONESTY STATEMENT**

Academic dishonesty, such as plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. 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. For more information go to: <http://www.uttyler.edu/judicialaffairs/>

## **UNIVERSITY POLICIES AND ADDITIONAL INFORMATION**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **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://www.uttyler.edu/wellness /rights responsibilities .php>.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **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.

### **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.

## TEXTBOOK

No textbook is required. Book chapters and journal articles are posted in Canvas (Files).

### Recommended:

*APA publication manual* (7<sup>th</sup> ed.)<sup>5</sup>. American Psychological Association.

Noe, R. A. (2017). *Employee training & development* (7<sup>th</sup> ed.). McGraw-Hill Education.

Poell, R. F., Rocco, T. S., & Roth, G. L. (Eds.) (2015). *The Routledge companion to human resource development*. Routledge.

Walton, J., & Valentin, C. (2014). *Human resource development: Practices and orthodoxies*. Palgrave Macmillan.

Werner, J. M., & DeSimone, R. L. (2012). *Human resource development* (6<sup>th</sup> ed.). South-Western.

## REQUIRED READINGS

### Week 1 (8/24-8/30): Introduction

Livingston, J. S. (1969/2003). 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 1 – Optional

Ulrich, D. (1998). A new mandate for human resources. *Harvard Business Review*, 76(1), 124-134.

### Week 2 (8/31-9/6): Basics of HRD 1 – The Interdisciplinary Nature of HRD

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>

Werner, J. M. (2015). Human resource management and HRD: Connecting the dots or ships passing in the night? In R. F. Poell, T. S. Rocco, & G. L. Roth (Eds.), *The Routledge companion to human resource development* (pp. 89-98). Routledge.

### Week 2 – Optional

Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends*, 61, 46-52.

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.

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<sup>5</sup> Following the APA formatting guidelines is a must for graduate students in HRD.

### **Week 3 (9/7-9/13): Basics of HRD 2 – Ethical Issues**

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.

Kouchaki, M., & Smith, I. H. (2020). Building an ethical career: A three-stage approach to navigating moral challenges at work. *Harvard Business Review*, 98(1), 135-139.

### **Week 3 – Optional**

Russ-Eft, D. (2018). Second time around: AHRD Standards and Ethics and Integrity. *Human Resource Development Review*, 17(2), 123-127.

### **Week 4 (9/14-9/20): T&D 1**

Arthur Jr., W. A., Bennett, W. Jr., Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, 88(2), 234-245.

**Case 1:** 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.

### **Week 4 – Optional**

Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, 41(1), 63-105.

### **Week 5 (9/21-9/27): T&D 2**

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.

**Case 2:** Beer, M., Finnström, M., & Schrader, D. (2016). Why leadership training fails and what to do about it. *Harvard Business Review*, 94(10), 50-57.

### **Week 5 - Optional**

Garavan, T., McCarthy, A., Sheehan, M., Lai, Y., Saunders, M. N. K., Clarke, N., Carbery, R., & Shanahan, V. (2019). Measuring the organizational impact of training: The need for greater methodological rigor. *Human Resource Development Quarterly*, 30, 291-309.

### **Week 6 (9/28-10/4): CD 1**

Butler, T., & Waldroop, J. (1999). Job sculpting: The art of retaining your best people. *Harvard Business Review*, 77(5), 144-152.

Hite, L. M., & McDonald, K. S. (2020). Careers after Covid-19: Challenges and changes. *Human Resource Development International*, 23(4), 427-437.



## Week 6 – Optional

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 (10/5-10/11): CD 2

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.

**Case 3:** 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.](#)

## Week 7 – Optional

Arthur, M. B. (2014). The boundaryless career at 20: Where do we stand, and where can we go? [\*Career Development International\*, 19\(6\), 627-640.](#)

## Week 8 (10/12-10/18): 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.

**Case 4:** Brook, C., Pedler, M., Abbott, C., & Burgoyne, J. (2016). On stopping doing those things that are not getting us to where we want to be: Unlearning, wicked problems and critical action learning. [\*Human Relations\*, 69\(2\), 369-389.](#)

## Week 8 – Optional

Cooperrider, D. L., & Fry, R. (2020). Appreciative inquiry in a pandemic: An improbable pairing. *The Journal of Applied Behavioral Science*, 56(3), 266-271.

## Week 9 (10/19-10/25): OD 2

Cummings, T. G., & Cummings, C. (2014). Appreciating organization development: A comparative essay on divergent perspectives. [\*Human Resource Development Quarterly\*, 25\(2\), 141-154.](#)

**Case 5:** Askin, N., Petriglieri, G., & Lockard, J. (2016). *Tony Hsueh at Zappos: Structure, culture and change* (Case No. 416-0092). INSEAD.

## Week 9 – Optional

Groysberg, B., Lee, J., Price, J., & Cheng, Y.-J. (2018). The leader’s guide to corporate culture: How to manage the eight critical elements of organizational life. [\*Harvard Business Review\*, 96\(1\), 44-57.](#)

**Week 10 (10/26-11/1): Emerging Trends 1 - Technology in Organizations**

Gibson, C. (2020). From “social distancing” to “care in connecting”: An emerging organizational research agenda for turbulent times. *Academy of Management Discoveries*, 6(2), 165-160.

Leonardi, P., & Neeley, T. (2017). What managers need to know about social tools: Avoid the common pitfalls so that your organization can collaborate, learn, and innovate. *Harvard Business Review*, 95(6), 118-126.

**Week 10 – Optional**

Cascio, W. F., & Montealegre, R. (2016). How technology is changing work and organizations. *Annual Review of Organizational Psychology and Organizational Behavior*, 3, 349-375.

**Week 11 (11/2-11/8): Emerging Trends 2 - Diversity**

Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. *Harvard Business Review*, 94(7/8), 52-60.

**Case 6:** Chiu, R. B. (2018). *Google LLC: The diversity manifesto and leader candour* (Case No. 9B18C046). London, Ivey Business School, Western University.

**Week 11 – Optional**

Wiggins-Romesburg, C., & Githes, R. P. (2018). The psychology of diversity resistance and integration. *Human Resource Development Review*, 17(2), 179-198.

**Week 12 (11/9-11/15): Emerging Trends 3 – The Role of HRD in the Covid-19 Pandemic**

McLean, G. N., & Jiantreerangkoo, B. (K.). (2020). The role of national HRD in an era of COV-19. *Human Resource Development International*, 23(4), 418-426.

**Case 7:** McGuire, D., Cunningham, J. E. A., Reynolds, K., & Matthews-Smith, G. (2020). Beating the virus: an examination of the crisis communication approach taken by New Zealand Prime Minister Jacinda Ardern during the Covid-19 pandemic. *Human Resource Development International*, 23(4), 361-379.

**Week 12 - Optional**

Rigotti, T., De Cuyper, N., & Sekiguchi, T. (2020). The corona crisis: What can we learn from earlier studies in applied psychology? *Applied Psychology: An International Review*, 69(3), 1-6.

**R685 COURSE SCHEDULE** (may change as the semester progresses)

Unit	Week	Topic	Readings	Assignments
Introduction	1 (8/24-8/30)	Introduction	Livingston (1969/2003); McLagan (1989)	<ul style="list-style-type: none"> <li>• Postings (Let’s begin)</li> <li>• Introduce yourself</li> <li>• Discussion groups</li> </ul>

Unit	Week	Topic	Readings	Assignments
Basics	2 (8/31-9/6)	<ul style="list-style-type: none"> <li>Basics of HRD 1: The interdisciplinary nature of HRD</li> <li><b>Meet the Leaders 1:</b> Dr. Jon Werner (U of Wisconsin)</li> </ul>	Cho & Zachmeier (2015); Werner (2015)	<ul style="list-style-type: none"> <li>Forming teams</li> <li>Discussion lead 2</li> </ul>
	3 (9/7-9/13)	<ul style="list-style-type: none"> <li>Basics of HRD 2: Ethical issues</li> <li><b>Meet the Leaders 2:</b> Dr. Darlene Russ-Eft (Oregon State U)</li> </ul>	Christensen (2010); Kouchaki & Smith (2020)	<ul style="list-style-type: none"> <li><b>Teams' Ground rules</b></li> <li>Discussion lead 3</li> </ul>
T&D	4 (9/14-9/20)	T&D 1 & Case 1	Arthur et al. (2003); Johnson et al. (2018)	Discussion lead 4
	5 (9/21-9/27)	T&D 2 & Case 2	Beer et al. (2016); Salas et al. (2012)	Discussion lead 5
CD	6 (9/28-10/4)	<ul style="list-style-type: none"> <li>CD 1</li> <li><b>Meet the Leader 3:</b> Dr. Kim McDonald (Purdue U)</li> </ul>	Butler & Waldroop (1999); Hite & McDonald (2020)	<ul style="list-style-type: none"> <li><b>One-pager 1 (T&amp;D)</b></li> <li>Discussion lead 6</li> </ul>
	7 (10/5-10/11)	CD 2 & Case 3	Cho et al. (2019); Kuchinke (2014)	Discussion lead 7
OD	8 (10/12-10/18)	OD 1 & Case 4 <ul style="list-style-type: none"> <li><b>Meet the Leader 4:</b> Dr. Toby Egan (U of Maryland)</li> </ul>	Egan (2015); Brook et al. (2016)	<ul style="list-style-type: none"> <li><b>One-pager 2 (CD)</b></li> <li>Discussion lead 8</li> </ul>
	9 (10/19-10/25)	OD 2 & Case 5	Askin et al. (2016); Cummings & Cummings (2014)	<ul style="list-style-type: none"> <li>Mid-term class evaluation</li> <li>Discussion lead 9</li> </ul>
Emerging Trends	10 (10/26-11/1)	Emerging Trends 1: Technology	Gibson (2020); Leonardi & Neeley (2017)	<ul style="list-style-type: none"> <li><b>One-pager 3 (OD)</b></li> <li>Discussion lead 10</li> </ul>
	11 (11/2-11/8)	Emerging Trends 2: Diversity & Case 6	Chiu (2018); Dobbin & Kalev (2016)	<ul style="list-style-type: none"> <li><b>One-page paper outline</b></li> <li>Discussion lead 11</li> </ul>
	12 (11/9-11/15)	Emerging Trends 3: HRD in the Covid-19 Pandemic & Case 7	McGuire (2020); McLean & Jiantreerangkoo (2020)	Discussion lead 12
Wrap-up and Reflection	13 (11/16-11/22)	Teamwork		
	14 (11/23-11/29)	Thanksgiving Week (no class)		
	15 (11/30-12/6)	Draft paper submission		<ul style="list-style-type: none"> <li>Draft paper (11/30)</li> <li>Peer-review of a draft paper (12/2)</li> <li>Instructor's Feedback on the draft paper (12/2)</li> </ul>

Unit	Week	Topic	Readings	Assignments
	16 (12/7-12/12)	Final paper submission Reflection		<ul style="list-style-type: none"> <li>• Final paper (12/7)</li> <li>• Reflection paper (12/7)</li> <li>• Peer evaluation (12/7)</li> <li>• Course evaluation</li> </ul>

**APPENDIX 1: Weekly Discussion Postings  
Rubric**

Evaluation Criteria	Rating		
	Excellent 1 point	Needs Work 0.5 point	Unsatisfactory 0 point
Meeting two deadlines (Wed & Sat)	Posts (an answer and two comments) were posted by the two deadlines on Canvas	One of the posts was posted after the deadline on Canvas	Posts were posted after the deadline on Canvas, or posts were missing/not submitted
Citing two required readings in the week's answer	Required two readings were cited in the week's answer	Only one of the required two readings was cited in the week's answer	Neither of the required two readings were cited in the week's answer, or posts were not submitted
Writing in a pointed way and following the APA style (7 <sup>th</sup> ed.)	Writing followed the APA style and was compact and pointed	Writing did not follow the APA style or was not compact and pointed	Writing did not follow the APA style and was not compact and pointed, or posts were not submitted

**APPENDIX 2: One-Page Critique (One-Pager)  
Rubric**

Evaluation Criteria	Rating		
	Excellent 2 pts	Needs Work 1 pt	Unsatisfactory 0 pt
Key Elements	All key elements are included: Your name and course title in the header; the title of the one-pager; a brief summary of key ideas from each domain (T&D, CD, or OD); a critical review of the concepts, principles, and issues in each domain; conclusion; and references	One or two of the key elements is/are missing: Your name and course title in the header; the title of the one-pager; a brief summary of key ideas from each domain (T&D, CD, or OD); a critical review of the concepts, principles, and issues in each domain; conclusion; and references	Two or more of the key elements are missing or one pager is not submitted: Your name and course title in the header; the title of the one-pager; a brief summary of key ideas from each domain (T&D, CD, or OD); a critical review of the concepts, principles, and issues in each domain; conclusion; and references
Summary of Ideas & Relevance to the Topic	Ideas are clearly 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 include few irrelevant ideas	Ideas are not clearly summarized in a pointed way nor relevant to the topic. Include irrelevant ideas, or the one pager is not submitted
Critical Analysis	Each domain of HRD (T&D, CD, or OD) was analyzed from a critical perspective, which is grounded in substantive ideas	Each domain of HRD (T&D, CD, or OD) was not analyzed from a critical perspective. Only few elements in the critical analysis are grounded in substantive ideas	Each domain of HRD (T&D, CD, or OD) 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 <sup>th</sup> 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 but includes several typos and/or grammar errors. The APA style is not used correctly, or the one pager is not submitted.
One-Page	The assignment is written in one page as required.	The assignment is a bit longer than one page, violating the requirement.	The assignment is more than one page, violating the requirement, or the one pager is not submitted.

## APPENDIX 3: One-Pager Sample

### Training and Development: Summary and Critique

#### Summary and Key Ideas

The purpose for any training and development program is to improve performance of individuals, team, and ultimately the organization (Aguinis & Kraiger, 2009; Johnson et al., 2018). With billions of dollars spent annually on employee training (Aguinis & Kraiger, 2009; Arthur et al., 2003), organizations need to know if the programs are beneficial. Salas et al. (2012) note that "[o]rganizations invest in training because they believe a skilled workforce represents a competitive advantage" (p. 74). In addition, training and development can reduce employee turnover, reduce overhead costs, improve the overall reputation of the organization, and aid in national economic growth (Aguinis & Kraiger, 2009; Johnson et al., 2018).

#### Critical Review

Each year, organizations spend billions of dollars on training and development (Aguinis & Kraiger, 2009; Arthur et al., 2003) because in theory, if you provide training for you employees their success will lead to the organization's success. However, in order to be successful, organizations need to do more than dump money into a one-and-done training session. This is a limitation of training and development; in order to be truly effective not only does significant planning need to happen but constant reinforcement needs to occur. This reinforcement includes purposeful formal and informal learning environments (Aguinis & Kraiger, 2009). Per Salas et al. (2012), training is only successful if it is designed properly. In order to create successful training, pedagogical practices and considerations must be incorporated before training, during training and after training (Salas et al., 2012). For smaller organizations, the HR staff may not be skilled in some (or all of those areas). Even if they are and choose to follow the Kirkpatrick Model to design the training event, that model is criticized by researchers (Aguinis & Kraiger, 2009; Salas et al., 2012). Even if an organization has all that in place, if there is not support from upper leadership allowing managers to create an environment of change, the training will fail (Beer et al., 2016).

#### Discussion and Conclusion

Training and development, when constructed correctly, can be extremely beneficial to the staff, organization and beyond. The key is to for the organization's leadership to understand and buy into all facets involved in developing a successful program. This includes committing to the work necessary before the training, the training event, and committing to the post-training experience.

#### References

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- Beer, M., Finnstrom, M., & Schrader, D. (2016). Why leadership training fails-and what to do about it. *Harvard Business Review, 94*(10), 50-57.
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**APPENDIX 4: One-Page Paper Outline  
Rubric**

Evaluation Criteria	Rating		
	Excellent 2 pts	Needs Work 1 pt	Unsatisfactory 0 pt
Key Elements	All key elements are included: title, purpose (one sentence), context (background), literature review, significance of the paper (position statement), implications for HRD research and practice, and references	One or two of the key elements is/are missing: title, purpose (one sentence), context (background), literature review, significance of the paper (position statement), implications for HRD research and practice, and references	Two or more of the key elements are missing: title, purpose (one sentence), context (background), literature review, significance of the paper (position statement), implications for HRD research and practice, and references
Being Thorough	The paper outline is thorough. It gives an excellent idea about the final position paper	The paper outline is mostly thorough. It gives a good idea about the final position paper. Needs more detail to be thorough	The paper outline is not thorough. It does not give an idea about the final position paper. Needs much more detail to be thorough
One-Page	The paper outline is written in one page as required	The paper outline is a bit longer than one page, violating the requirement	The paper outline is more than one page, violating the requirement.
Revision	No revision is required after the initial submission of the paper outline.	One revision is required after the initial submission of the paper outline.	More than one revision is required after the initial submission of the paper outline.
Writing	Writing is pointed, clear, and free of typos and follows the APA (7 <sup>th</sup> ed.)	Writing is mostly pointed, clear, and includes a few typos and follows the APA (7 <sup>th</sup> ed.)	Writing is not pointed, clear, and includes several typos and follows the APA (7 <sup>th</sup> ed.)



**APPENDIX 5: Final Position Paper  
Rubric**

Criteria	Rating				pts
	Excellent (2 pts)	Good (1.5 pts)	Needs Improvement (1 pt)	Unsatisfactory/ No Submission (0 pt)	
Required Elements - <i>Did you include all key elements of the final paper?</i>	The paper includes all the required elements: cover page (title), main body (introduction, literature review, significance of the paper (position statement), and implications for HRD research and practice), and references	The paper includes all but one or two of the required elements: cover page (title), main body (introduction, literature review, significance of the paper (position statement), and implications for HRD research and practice), and references.	The paper includes all but two or more of the required elements: cover page (title), main body (introduction, literature review, significance of the paper (position statement), and implications for HRD research and practice), and references.	The paper is not submitted, or it does not include many of the required elements: cover page (title), main body (introduction, literature review, significance of the paper (position statement), and implications for HRD research and practice), and references.	2
Significance - <i>Why does your position matter to HRD?</i>	The paper is written in ways that show the authors' clear position statement answering why it is significant in HRD	The paper is mostly written in ways that show the authors' clear position statement answering why it is significant in HRD	The paper is not sufficiently written in ways that show the authors' clear position statement answering why it is significant in HRD	The paper is not submitted, or was not written in ways that show the authors' clear position statement answering why it is significant in HRD	2
Organization and Logical Flow - <i>Is the paper well-organized with a logical flow?</i>	The paper is well-organized, and ideas logically flow. Writing demonstrates an understanding of the HRD field.	The report is adequately organized, and ideas are arranged reasonably. Writing demonstrates an understanding of the HRD field.	The paper is somewhat organized, and ideas do not flow well. Writing does not demonstrate an understanding of the HRD field.	The paper lacks logical organization. Writing does not demonstrate any understanding of the HRD field, or the paper is not submitted.	2
Clarity - <i>Is the paper written in ways that HRD professionals can easily understand?</i>	The paper is well written, clear, free from grammar and spelling errors. Ideas are clearly stated for HRD professionals to easily understand.	The paper shows above average quality and clarity in writing. Ideas are mostly well-stated for HRD professionals to easily understand.	The paper shows an average quality of writing. Most ideas are not well-stated for HRD professionals to understand.	The paper shows a below average writing quality. Ideas are not well-stated for HRD professionals to understand, or the paper is not submitted.	2
Relevance - <i>Is the paper relevant to the foundations of HRD?</i>	Excellent (1 pt)	Good (0.5 pts)	Needs Improvement (0.25 pt)	Unsatisfactory/ No Submission (0 pt)	1
	The paper includes relevant information and ideas about the foundations of HRD. Content is pointed and clear and sufficiently detailed.	For the most part, the paper includes relevant information and ideas to foundations of HRD. Content is mostly pointed and clear but is not sufficiently detailed.	The paper includes little relevant information and ideas to foundations of HRD. Content is not pointed and clear, and/or is not sufficiently detailed.	The paper does not include relevant information and ideas to foundations of HRD. Content is not pointed and clear, and is not sufficiently detailed, or the paper is not submitted.	
Attention to Details - <i>Did you follow the APA (7<sup>th</sup> ed.) formatting guidelines?</i>	The paper demonstrates authors' ability to pay attention to detail; the APA formatting guidelines are used in text and references	The paper demonstrates authors' ability to pay attention to detail, but there are minor issues noted in APA formatting guidelines in text and references	The paper does not demonstrate authors' ability to pay attention to detail. Some errors are noted in APA formatting guidelines in text and references.	The paper does not demonstrate authors' ability to pay attention to detail. Several errors are noted in APA formatting guideline in text and references, or the paper is not submitted.	1
Total Points: 10					

