HRD6310 Advanced Theoretical Foundation in HRD
Syllabus

Course: HRD 6310
Title: Advanced Theoretical Foundation in HRD
Section: 001
Semester: Spring 2022
Class Time: 3:00-7:00 pm
Location: SCOB 212

Instructor: Greg G. Wang
Office: COB315.13
Office Hrs: By appointment
Other Avail.: By appointment
Phone #: 903-565-5910
Email: gwang@uttyler.edu

Course Description:

The review and assessment of human resource development theories and the scholarly process that is required to develop sound theory in applied disciplines. Students will explore opportunities to learn most recent HRD theory research and assess theories underpinning HRD research and practice, as well as develop their own theories.

Prerequisites: HRD. 6312 and HRD. 6350

Learning Objectives:

Upon completion of the course, learners should be able to:

- Describe the importance of theory in HRD research and practice;
- Specify and analyze core theories in and related to HRD;
- Apply deductive and inductive reasoning processes for theory development research;
- Familiarize with theory development process for research applications;
- Become aware of other relevant theories and models relevant to HRD research and practice;
- Critique HRD theories based on theory assessment criteria;
- Develop collaborative critiquing and writing skills;
- Further develop research, writing, and critical thinking skills.

Required Textbooks:

No formal textbook will be required in this course, a set of required readings will be assigned throughout the learning process.
Required Readings:


Additional readings are listed in the references section and on Canvas.
Grade Distribution

Group Article Critiques and Presentation (20%)
Theory Inquiry Groups (10%)
Group Presentation: Empirical Studies with Underpinning Theories (15%)
Final Paper (35%)
  Final Paper Presentation (5%)
Classroom and online participation (15%)

Final Course Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Level of Performance</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>Poor</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D or F</td>
<td>Fail</td>
<td>&lt; 69% = F</td>
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</tbody>
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Date to Withdraw without Penalty:
March 29

Class Calendar:

1. 3:00 to 7:00 pm, January 14
2. 3:00 to 7:00 pm, February 4
3. 3:00 to 7:00 pm, March 4
4. 3:00 to 7:00 pm, April 1
5. 3:00 to 7:00 pm, April 22

Required and Optional Course Activities and Assignments

1. Group Article Critiques and Presentation (20%)
   This is a group-based activity consisting of the following steps:
   a. You form 2-person groups and identify related HRD theories published in the peer-reviewed HRD related journals; The following is a list of topical areas
      i. The three-legged stool model;
      ii. Performance analysis and improvement theory;
      iii. National HRD (NHRD);
      iv. Informal learning;
      v. Learning organization theory;
      vi. On-the-job training models or theory;
      vii. Theories of coaching;
viii. HRD evaluation theories;
b. Conduct critique, compare, and analyze the articles
c. Present colloquium type talks and discussions and facilitated by a discussant in the class with the rest of the class’s participation (5%).
d. Submit a group paper under the Assignment link on Canvas (15%)
e. Due: The second class session.

2. Theory Inquiry Group (10%)
In 2-person small groups, discuss about theory building from deductive and inductive perspectives, considerations of the importance of theory in HRD or business and management from scholarly and practice-based perspectives, criticisms of theory, and review of core theories underpinning HRD through engagement with the selected article listed in the syllabus and the Canvas.
Due: Third class session

3. Group Study and Presentation: Empirical Studies Informed by Underpinning Theories (15%)
Working in a 2-person group to accomplish the following tasks:
(1) identify a theory article that we have NOT discussed or considered (nor covered by other groups), and provide a briefing of the article in narratives. In essence, the group will be educating the class about a specific theory.
(2) identify an empirical study that has used the above theory as the underpinning. The group will develop a brief overview of the empirical study describing how the selected theory was used.
(3) Each group will prepare a 20-minute presentation to explain the theory and accompanying empirical research article underpinned by the selected theory (allocating 10 minutes to the description and articulation of the theory and the remaining 10 minutes to the description of how the theory was used in an empirical study; 5%).
(4) Submit a group paper in the designated link on Canvas (10%)
Due: Fourth class session

4. Final Project and Presentation (35% + 5%)
The Assignment: This is a semester-long individual project. To successfully complete the project, you’ll need to start early in the semester with the following steps.
a. Identify an HRD research or practice problem that is interesting to you;
b. Reformulate the problem as an interesting theoretical question;
c. Develop a theoretical model that is driven by and addresses the interesting question;
d. Design an empirical test that allows you to evaluate the theoretical issues with adequate construct and statistical conclusion validity and generalize your findings to a broad population.
e. Articulate the analytical strategy and mathematical specification that will allow you to test the underlying theoretical issues.

Requirements:
a. You may use either deductive or inductive approach with clear specification on which approach is used; regardless of your approach, your theoretical model must be expressed in one or more formal languages in the form of diagram and/or equations;
b. You must state formal hypotheses, propositions, or theorems;
c. You must show causal relationship your theoretical analysis;
d. You may take advantage of all earlier group activities as resources for theory generation;
e. While this is an individual-based project, you are encouraged to share your ideas with your peers throughout the semester for brainstorming, class discussions will also be facilitated;
f. Your final project paper will be no more than 30 pages all inclusive, title page, abstract, tables or figures, and references. If you take a deductive approach, your theory should have a clear causal relationship and is expected to be expressed in a figure. If you take an inductive approach, it may be a literature review based meta-analysis type of theorizing similar to Wang, et al. (2022).
g. Please upload the paper into the respective Assignment Link in Canvas.
h. Individual Presentation: Present your final paper in the class (5%)

A Key Requirement for all activities and assignments: Your discussions, critiques, comparisons, or analyses of all theories selected or assigned must include one important aspect. That is the theories’ potential relevance to, and implications for, HRD research and practice.

5. Optional Extra Credit Activity: UT Tyler Lyceum Participation (5-8% extra points)
The Lyceum is an annual student research showcase event sponsored by the university often held in early to mid-April each year. It divided into undergraduate and graduate sections. To receive the extra credit, your submission(s) to the graduate section in the form of oral presentations or posters must be accepted by the Lyceum committee. Specific requirement and schedule are to be announced by the university. You may search previous years’ Lyceum information on uttyler.edu for more information.

6. Active Class Engagement and Participation (15%)
Active class engagement includes attending all sessions, thoroughly preparing for all class meetings, and being actively involved in all class activities to share your thoughts on issues under discussion or analysis, both facilitated in class and in online format. Being present, being prepared, being respectful, and actively and thoughtfully engaged are critical aspects of this component of the final grade.

Final Project Rubrics:
- 70% -- Effort apparent, but logic not well executed and not well written;
- 80% -- Effort apparent, well written, but significant logical or definitional issues;
- 90% -- Good effort, on target with evidence of deep thinking and sound presentation;
- 100% -- Exceptional – Rises to the level of acceptance on the initial submission without revision.
(Assignments must be submitted by the due date/time scheduled. Late submissions will not be accepted without prior approval. Approved late submissions may result in lower grades)

Tentative Class Schedules

Module 1. Introduction: Basics on Theory Development

- Review of syllabus and expectations
- A review of HRD core theory and models
- What is theory
- What theory is not
- Theorizing and use of theory
- What constitutes a theoretical contribution?
- Theory development

Required readings

Christensen & Raynor (2003)
DiMaggio (1995)
Lee (2001)
McLean & McLean (2001)
McLean et al. (2008)
Shapira (2011)
Sutton & Staw (1995)
Thomas (1997)
Wang & Swanson (2008)
Wang et al. (2017)
Whetten (1989)
Weick (1995)

Module 2. Theory development method: A general theory of HRD

- Theory development: deductive and inductive perspectives,
- The importance of theory in business and management from scholarly and practice-based perspectives,
- Criticisms of theories
- HRD theory development: From definition to a general theory
  - Theoretical Units
  - Law of interactions
• Boundary conditions
• System states
• Axioms and theorems of HRD
• Final project update and discussion

Activity: Group Article Critiques and Presentation

Wang, et al. (2017);
Wang, et al. (2022);
Wang, et al. (2023);

Module 3. Organizational and HRD Theories

• Organizational theories relevant to HRD
• HRD related theories
• Other theories and models relevant to HRD.

The learning of the above topics will be accomplished by facilitator/discussant-led colloquium-like sessions. The discussants for different sets of theory articles are assigned in the Canvas under Module 3 Required Readings link. All articles are available to download on Canvas.

• Final project update and discussion

Activities: Theory Inquiry Group

Module 4. Theory Informed Empirical Studies

Reflection on theories
Update and discussion: Final project

Activities:
Group Study and Presentation: Empirical Studies Informed by Underpinning Theories

Module 5. Presentation: Underpinning Theory Comparison and Critiques

• Final Project Presentation
• Wrap-up

Assignment Due: Final paper due—Upload to Canvas
Required Readings


Supplemental Readings [Optional for this Course]


Class Meeting Attendance
Attending all five class sessions demonstrates the learner’s personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. The facilitator recognizes that learners may have special issues and responsibilities that may impact physical attendance. If physical 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. With approval from the instructor and the department chair, the learner may
participate virtually. The instructor may provide limited access to the class through Zoom. However, it is the learner’s responsibility to arrange with an in-class peer to provide virtual access to the class to ensure the quality of classroom learning. The learner is responsible for all work that is missed due to their absence from any class meeting, or portion thereof. It should be expected that physical absence from classes for reasons other than documented illnesses, emergencies, or other matters that prohibit the learner from traveling due to COVID restrictions may affect the final course grade. Excused absences for religious holy days or active military services are also permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

Learning Engagement and Participation

This course is designed as a hybrid format combining face-to-face instructions and online learning through Canvas discussion forum. You are expected to attend all the scheduled classroom sessions and complete all required online discussion activities. Please also feel free to email me any time if you have learning related issues or questions.

Writing Style

All writing assignments are to follow APA 7 with 1” margins on all sides, double-spaced, 12 font-size Time New Roman, and left justified.

Scholarly writing takes time and effort. You may seek writing assistance in the UT Tyler Writing Center. A rule of thumb for this type of writing is to avoid colloquial or oral language, e.g., spell out “cannot” instead of “can’t” and avoid IM language such as LOL, OMG, etc.

Academic Dishonesty Statement

Academic dishonesty, such as unauthorized collusion, 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. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

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/StudentRightsandResponsibilities.html

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at
UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kretek, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

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 12th day of class (See Schedule of Classes for the specific date).

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

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, 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 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.

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.
Student Standards of Academic Conduct:
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. “Cheating” includes, but is not limited to:
   a. copying from another student’s test paper;
   b. using, during a test, materials not authorized by the person giving the test;
   c. failure to comply with instructions given by the person administering the test;
   d. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
   e. using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
   f. collaborating with or seeking aid from another student during a test or other assignment without authority;
   g. discussing the contents of an examination with another student who will take the examination;
   h. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
   i. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
   j. paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
   k. falsifying research data, laboratory reports, and/or other academic work offered for credit;
   l. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
   m. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.
UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)