

HRD 6312 Contemporary Issues in HRD Literature (21123)

Spring 2023

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

Instructor (Office): Dr. Yonjoo Cho, Professor (COB 315.21)
Class Time: 1/9 – 4/29 (Spring Break: Week of 3/13)
In-Person Meetings: 1/14, 2/4, 2/25, 4/1, & 4/22 (Sat) at 8:00am to noon CST
Classroom: COB 212
Office Hours: Tue at 8:00pm & Thu at 7:00pm via Zoom (Other times by appointment)
Communication: Canvas, email (ycho@uttyler.edu), and by telephone (903-566-7260)
Zoom: <https://uttyler.zoom.us/my/yjcho>
Course Access: <https://uttyler.instructure.com/courses/34502>

COURSE DESCRIPTION

Literature review is a distinctive research type that generates new knowledge about the topic and is a key element of a research process from which research questions and theoretical frameworks are generated. Literature review is particularly important for doctoral students who may have to set the stage through critical analysis of extant literature on a topic of choice before conducting an empirical study for their dissertation. In this course, students learn the essential elements of literature review by working through a review process including introduction (problem statement), method (a search process and selection criteria), findings, and discussion (synthesis and implications for research and practice). The learning outcome is a single-spaced ten-page literature review article on a research topic related to contemporary issues in the HRD literature.

According to the American Psychological Association (APA) (2020, p. 8):

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

literature review articles provide narrative summaries and evaluations of the findings or theories within a literature base. The literature base may include qualitative, quantitative, and/or mixed methods research. Literature reviews capture trends in the literature; they do not engage in a systematic quantitative or qualitative meta-analysis of the findings from the initial studies. In literature review articles, authors should:

- Define and clarify the problem.
- Summarize previous investigations to inform readers of the state of the research.
- Identify relations, contradictions, gaps, and inconsistencies in the literature.
- Suggest next steps in solving the problem.

The components of literature review articles can be arranged in various ways—for example, by grouping research on the basis of similarity in the concepts or theories of interest, methodological similarities among the studies reviewed, or the historical development of the field.

COURSE OBJECTIVES

By the end of the semester, doctoral students will be able to:

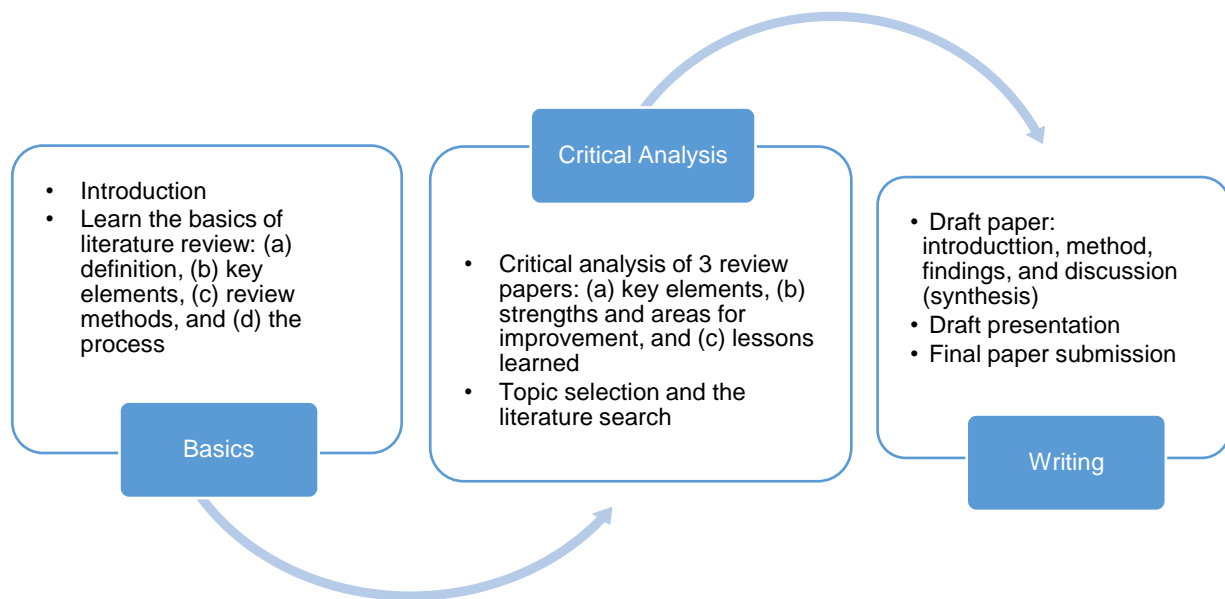
- Understand literature review as a distinctive research type
- Define what literature review is and what role it has in the process of research
- Critically analyze diverse review cases before choosing your own review study
- Develop skills in literature search, selection, analysis, and synthesis
- Choose appropriate literature review methods that fit research questions and contexts
- Write a review paper on an HRD topic based on knowledge and skills learned in class
- Peer-review other students' writing samples to build up review skills
- Reflect on the process of writing a literature review paper and class activities

COURSE OUTLINE

In this course, doctoral students will learn a literature review process (see Figure 1):

Figure 1

Literature Review Process



In this course, the following topics will be covered:

- Literature Review: Basics
- Critical Analysis of 3 Review Papers
- Synthesis: Writing
- Reflection: Lessons learned from class activities and the review paper writing process at the end.

CLASS FORMAT: HYBRID LEARNING

This course is designed as a hybrid format combining in-person and Canvas learning. Doctoral students are required to attend all in-person scheduled classroom sessions:

- Meeting 1: 1/14 (Sat)
- Meeting 2: 2/4 (Sat)
- Meeting 3: 2/25 (Sat)
- Meeting 4: 4/1 (Sat)
- Meeting 5: 4/22 (Sat) at 8:00am to noon CST in COB 103

READ ME FIRST (Canvas Modules)

Begin each week with reading the Read Me First (Canvas Modules) that will be posted by **Sunday at 9:00am CST**. In Read Me First pages, I will guide you to the content and things to do in the following week. Recorded mini lectures on postings, a literature review process, and review paper writing will be embedded in Read Me First pages.

WORK IN PAIRS

This course is heavily writing-centered, which may be challenging to you in the second semester, and, thus, I recommend you work in pairs when writing a review paper. To that end, find your writing partner based on similar research interests and proximity by the first in-person meeting (1/14). Working in pairs will be best if you want to proceed as scheduled and to improve the quality of your writing in this course.

FEEDBACK-BASED

My teaching philosophy is that students should strive for excellence through the instructor's continued developmental feedback; therefore, I am going to provide such feedback whenever needed. In the process, you will learn how to meet assignment requirements as directed and improve writing as doctoral students using the APA formatting guidelines required in HRD. To meet the needs of most doctoral students who are working professionals with limited time, I am going to give you one more opportunity to revise your submission after receiving my first grade, if that's what you want.

To make this developmental process of assignments possible, the seamless communication between the instructor and doctoral students is highly encouraged, as follows:

- Take advantage of regular office hours (**Tue at 8:00pm & Thu at 7:00pm**) via Zoom. If you want to block out a time for a meeting, please let me know in advance.
- Other times by appointment. I don't mind meeting in the evening, if that is what you want.
- If your message is urgent, send me an email via ycho@uttyler.edu.

INSTRUCTOR EXPECTATIONS

This course is based on two-way communication between the instructor and students. I expect you to aim at achieving learning goals that meet quality standards at the doctoral degree level. It is YOU who should take responsibility for achieving the learning goals and completing all assignments and class activities within the due dates. In each step of the process, I will be there to provide you with prompt, constant, and detailed feedback. If assignment guidelines are unclear to you, ask for clarification. If you do not understand my evaluation comments, which happens sometimes, ask for extra feedback until it makes sense. In this hands-on course as you are required to write a literature review paper, I hope it will clearly set the right expectations for what to do and what not to do in the completion of the review paper.

The bottom line to you is to learn as intended so that you will become *an informed beginning researcher* who is fully ready to write the literature review chapter in your dissertation.

I was told that the second semester for doctoral students is the most challenging as you are required to take an advanced statistics course as well as mine. To achieve this goal in this challenging semester, please be fully prepared and be willing to learn required competencies such as analysis and synthesis of the literature and APA writing style (2020). Based on my teaching for the past 14 years in the United States, let alone teaching in South Korea, I must say with confidence that the most critical success factor for student learning is communication, communication, and communication. A lot of leg work from the doctoral student end! 😊

ASSIGNMENTS AND DUE DATES

Complete four assignments: weekly discussion postings, a literature review paper, class participation activities, and a reflection paper. Submit assignments in Word unless there are specific guidelines. All assignments are due by Sundays at 11:59 pm EST, except weekly postings:

No	Topic		Point (%)	Due
1	Weekly Discussion Postings (10 weeks x 10 pts)		100 (22)	1 Answer by Wed 2 Comments by Sat
2	Literature Review Paper	Topic Selection (10)	230 (51)	2/12
		One-Page Proposal (20) & Presentation (10)		2/19 Presentation (2/25)
		Introduction (30)		3/12
		Method (40) & Presentation (10)		3/26 Presentation (4/1)
		Findings & Discussion (40)		4/9
		Draft Paper (40) & Presentation (10)		4/16 Presentation (4/22)
		Final Paper (30)		4/29 (Sat)
3	Class Participation	Introduce Yourself (10)	100 (22)	1/11 (Wed)
		Discussion Lead (20)		(Your choice)
		One-Page Comparison: 3 Cases (20)		2/5
		Mid-term class evaluation (10)		3/5
		Peer Review of 4 Writings (10x4)		3/15, 3/29, 4/12 & 4/19
4	Reflection Paper		20 (5)	4/29
Total:			450 (100)	

Weekly Discussion Postings (100 pts)

Each week, I will post a discussion question on Canvas Discussion, and a discussion leader of a discussion group will lead the week's discussion. Post one compact and pointed answer within a short paragraph by the end of **Wed** and two comments on other students' answers by the end of **Sat**. This assignment is worth 10 points each week: 6 points for an answer and 4 (2x2) points for two comments. See the following samples of "compact and pointed answer within a short paragraph":

Discussion question: What is the role of literature review in a research process, and why is it important?

Sample answer: According to Torracco (2016), the role of a literature review in a research process is to evaluate, analyze, and create significant literature on a subject in order to produce new concepts and interpretations. They are also used to assess developing topics that create substantial literature that may contain inconsistencies or a disparity between existing studies and findings of the problem which have not been identified in the literature. Therefore, literature reviews are significant since they offer evaluation and criticism to settle contradictions in the literature and bring greater insight on the topic (quoted from Radie Said, 2022).

From the second week on, a discussion leader of a discussion group will lead the week's discussion. Choose a week to play a discussion lead role and write down your choice on [google docs](#). Discussion lead is an excellent opportunity to manage a week's discussion so that you learn how to deepen your knowledge on the week's topic and to ask probing questions to engage students in in-depth discussion. To that end:

- Read all required and optional readings.
- Read all your discussion group members' postings.
- Respond to interesting or intriguing postings and provide thoughtful feedback and/or ask probing questions for in-depth discussion.
- To earn the full 20 points, you must be present throughout the week of your choice, for a minimum of three days.

In the process of weekly discussions, doctoral students will better understand what literature review is about and develop critical thinking skills accordingly. I will provide immediate feedback on your postings if you did not meet the posting requirements after the first due date (Wed), so that you can revise your answers by the second due date (Sat). I suggest you post your answer and two comments early so that you can be active in discussion with others (see **Appendix 1** for the postings rubric).

Literature Review Paper (230 pts)

Write a double-spaced, 15-page literature review paper (approximately 3,000 words) on your choice of an HRD topic. The purpose of this assignment is to see if doctoral students understand the literature review process covered in class and if they know how to write as directed. In this scaled-down review paper, the key elements include introduction (problem statement & theoretical background), method, findings, and discussion (implications for HRD research and practice), conclusion, and references.

To complete this assignment, choose an HRD topic of interest, write a one-page proposal and a draft paper including essential sections, present a draft paper, and submit a final paper. To that end, work through the following steps:

Topic Selection (single-spaced): As the first step for writing a review paper, write a short description about your HRD topic of choice and a rationale for why you selected the HRD topic. In a one-page word document, include the following:

- The course title (left) and your name (right) in the header
- The topic of your review paper
- A rationale for the selection of the HRD topic
- Your plan for the next steps
- References

One-Page Proposal (single-spaced): Write a one-page proposal that details your plan on what needs to be done to write a review paper. After choosing an HRD topic, conduct an initial search of the literature on the topic to see what is available. This one-page proposal must include key elements of the review paper including:

- Your name and the course title in the header
- The topic of your review paper
- A purpose statement in one sentence
- Introduction: State why you may need to conduct a literature review and provide an initial review of the literature on the topic. You will complete an extensive literature review in the review paper.
- Method: Describe how you are going to search the literature using what search databases (e.g., Business Source Premier, Google Scholar). Search the literature from five representative HRD journals ([ADHR](#), [EJTD](#), [HRDI](#), [HRDQ](#), and [HRDR](#)) and follow Callahan's (2014) Six W's.
- Discussion: Discuss how this review study will contribute to the HRD field. To that end, provide implications for HRD research and practice.
- References

Why should you write a one-page proposal? You will learn how to organize your idea in a compact and pointed way, which is considered "good writing." This **single-spaced** one-page proposal will be evaluated for criteria including: inclusion of key elements, being thorough, one-page limit, the number of revisions, and writing (APA 7th ed.) (see **Appendix 2** for the one-page proposal rubric and **Appendix 3** for the proposal sample).

Review Paper (double-spaced): After working through a review process and writing sections of the review paper as directed, write a double-spaced, 15-page review paper (no more than 3,000 words), including the following key components:

- Cover page: Title, your name and affiliation, the course title, the instructor's name, and the submission date
- Introduction: State the purpose of the review paper in a succinct way, provide a rationale for why you chose an HRD topic, and how this review study will contribute to HRD. You may also provide a theoretical background of this review paper.
- Method: Describe the review process by following Callahan's (2014) Six W's and present the number of publications identified for review. The more transparent, the higher credibility.
- Findings: Present the study findings in the form of 3 to 5 themes or patterns.
- Discussion: Discuss significance of the study findings, implications for HRD research and practice, and study limitations.
- Conclusion: Briefly summarize the reviews study and provide concluding remarks.
- References: List journal articles and book chapters cited. Avoid adding more than a couple of Internet sources due to their lack of credibility.

Why should you write a double-spaced paper? To follow the APA writing style. The review paper will be evaluated for criteria including: (a) inclusion of all key elements, (b) extensive literature search, (c) relevance to HRD, (d) organization and logical flow, (e) clarity, and (f) attention to detail (APA 7th ed.) (see **Appendix 4** for the review paper rubric).

Class Participation (100 pts)

Actively participate in class activities including: (a) discussion lead, (b) one-page comparison of 4 cases, (d) mid-term class evaluation, and (e) peer-review of four writings.

The purpose of **one-page comparison** is to show students' understanding of three review cases by comparing key elements of review. In the one-page word document, create a comparison table, followed by a compact and pointed explanation.

The purpose of the **peer-review** of four writings (introduction, method, findings and discussion, and draft paper) is to give doctoral students an opportunity to see other students' writing samples and provide their feedback on the content and technical aspects of those writings. Each peer review is due by **Wed** in the following week of the submission of four writings.

Reflection Paper (20 pts)

Write a (single-spaced, three-page) reflection paper. This end-of-class reflection should include lessons learned from class activities and writing assignments. To that end, include: (a) a title, purpose, and introduction, (b) key points of lessons learned, and (c) suggestions/conclusions. Particularly, title the reflection paper to aptly sum up your learning experience in a nutshell.

FINAL GRADES

Grade	A	B	C	D	F
Range (%)	Over 90%	90% to 80%	80% - 70%	70% to 60%	Less than 60%
Range (pts)	Over 405	404 - 360	359 - 315	314 - 270	Below 270

GRADING GUIDELINES

See Assignment Guidelines on Canvas to ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be awarded unless there is an emergency (e.g., positive on a COVID test). In case of a late submission, there will be one point subtracted from your grade per day. To receive no penalty for late submission, you must inform me of the reason why you need an extension or incomplete in advance.

COURSE POLICIES

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. The learner is responsible for contacting the Department Chair and course professors in advance of any physical absences so that adjustments can be made to the instructional activities planned for a specific session. With approval from the department chair and the instructor(s), the learner may participate virtually. The instructor may provide limited access to the class through Zoom. 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.

Late Work

No credit will be given for late assignments unless the student's provider and/or UT Tyler's system prevents the student from submitting a discussion post, assignment, or quiz. The student is responsible for contacting the instructor, providing evidence of submitting any missed work within 24 hours. Students may request to take a comprehensive exam to replace grades of 0 for quizzes and/or to use their final project draft grade to replace grades of 0 for assignments, other than peer reviews and getting started activities. Such requests must be made by the Thursday of the 15th week of class.

Academic Dishonesty Statement

The instructor expects from doctoral 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.

Plagiarism will not be tolerated, and students 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.

According to APA (2020, p. 21), *plagiarism* is the act of presenting the words, ideas, images of another as one's own; it denies authors credit where credit is due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship and has profound real-world effects. Authors who try to publish plagiarized work face rejection from publication, as well as possible sanction by professional bodies, censure in their place of employment, and/or exclusion from applying for federal funding. Students who turn in a plagiarized assignment face a failing grade, as well as possible censure from a student or university honor board, suspension, or expulsion. *Self-plagiarism* is the act of presenting one's own previously published work as original; it misleads readers and falsely inflates the number of publications on a topic. Like plagiarism, self-plagiarism is unethical.

UNIVERSITY POLICIES

Information is available on the Canvas Syllabus.

SOULES 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 Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. To accomplish these goals, both students and faculty of the Soules College of Business 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.

Furthermore, the Soules College of Business strongly adheres to the UT Tyler [Honor Code](#): "*Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.*"

RESOURCES

Contacts

Business Librarian at UT Tyler's Muntz Library **Sarah Norrell** (snorrell@uttyler.edu) is greatly resourceful to search HRD publications and to conduct a literature review on an HRD topic.

You may also ask questions of **Beth Hyatt** (bhadi@patriots.uttyler.edu), a graduate assistant of the department of HRD at UT Tyler, concerning HRD topics and the literature review project.

HRD Journals: Five representative HRD journals include:

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

APA Formatting Guidelines

You are required to follow the APA (2020) in all writing assignments as it is required in the UT Tyler HRD Ph.D. degree program. Take a closer look at the APA (ppt file) on Canvas and also see how I referenced publications in this syllabus as well.

HRD Masterclass Podcast Series (hrdmasterclass.com)

The Academy of Human Resource Development ([AHRD](#)), which is the premier organization in HRD, has published several podcast series that explore the fundamentals and different aspects of HRD. Each episode includes a one-to-one interview with a guest, as well as a group discussion where two to three guests discuss their shared interest in the episode topic. This is an outstanding resource to understand the most current topics and foundations of HRD.

TEXTBOOK

No textbook is required.

Highly Recommended:

Cahn, S. M. (2008). *From student to scholar: A candid guide to becoming a professor*. Columbia University.

Pollock, T. G. (2021). *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes*. Edward Elgar Publishing.

FOUR REVIEW CASES

Integrative Review: Case 1

Rose, K., Shuck, B., Twyford, D., & Bergman, M. (2015). Skunked: An integrative review exploring the consequences of the dysfunctional leader and implications for those employees who work for them. *Human Resource Development Review*, 14(1), 64-90.

<https://doi.org/10.1177/1534484314552437>

Systematic Reviews – Qualitative: Case 2

Cho, Y, & Egan, T. (2022). The changing landscape of action learning research and practice. *Human Resource Development International*. <https://doi.org/10.1080/13678868.2022.2124584>

Systematic Reviews – Qualitative: Optional

Bailey, C., Yeoman, R., Madden, A., Thompson, M., & Kerridge, G. (2019). A review of the empirical literature on meaningful work: Progress and research agenda. *Human Resource Development Review*, 18(1), 83-113. <https://doi.org/10.1177/1534484318804653>

Systematic Reviews - Quantitative (Meta-Analysis): Case 3

Kotera, Y., Sheffield, D., & Van Gordon, W. (2019). The applications of neuro-linguistic programming in organizational settings: A systematic review of psychological outcomes. *Human Resource Development Quarterly*, 30, 101-116. <https://doi.org/10.1002/hrdq.21334>

REQUIRED READINGS

As you are a doctoral student, you must search journal articles on your own through the UT Tyler library system. I added the hyperlinked doi numbers at the end of references for your convenience. I also posted all optional readings in Files (weekly readings).

Week 1 (1/9 - 1/15) - Introduction [Meeting 1]

Cho, Y. (2022). Comparing integrative and systematic literature reviews. *Human Resource Development Review*, 21(2), 147-151. <https://doi.org/10.1177/15344843221089053>

Torraco, R. J. (2016). Writing integrative literature reviews: Using the past and present to explore the future. *Human Resource Development Review*, 15(4), 404–428. <https://doi.org/10.1177/1534484316671606>

Week 1 – Optional

Brennan, N. M. (2019). 100 PhD rules of the game to successfully complete a doctoral dissertation. *Accounting, Auditing & Accountability Journal*, 32(1), 364-376. <https://doi.org/10.1108/AAAJ-01-2019-030>

Reio, T. G. Jr. (2021). The ten research questions: An analytic tool for critiquing empirical studies and teaching research rigor. *Human Resource Development Review*, 20(3), 374-390. <https://doi.org/10.1177/15344843211025182>

Week 2 (1/16 - 1/22) – Integrative Literature Reviews: Case 1

Rose, K., Shuck, B., Twyford, D., & Bergman, M. (2015). Skunked: An integrative review exploring the consequences of the dysfunctional leader and implications for those employees who work for them. *Human Resource Development Review*, 14(1), 64-90. <https://doi.org/10.1177/1534484314552437>

Week 2 – Optional

Callahan, J. L. (2014). Writing literature reviews: A reprise and update. *Human Resource Development Review*, 13(3), 271–275. <https://doi.org/10.1177/1534484314536705>

(Note: This is a required reading in the week 11; however, it would be good to read this in advance to get to know the method section of a review study.)

Cronin, M., & George, E. (2020). The why and how of the integrative review. *Organizational Research Methods*. <https://doi.org/10.1177/1094428120935507>

Week 3 (1/23 – 1/29) – Systematic Literature Reviews (Qualitative): Case 2

Cho, Y., & Egan, T. (2022). The changing landscape of action learning research and practice. *Human Resource Development International*. <https://doi.org/10.1080/13678868.2022.2124584>

Week 3 – Optional

Bailey, C., Yeoman, R., Madden, A., Thompson, M., & Kerridge, G. (2019). A review of the empirical literature on meaningful work: Progress and research agenda. *Human Resource Development Review*, 18(1), 83-113. <https://doi.org/10.1177/1534484318804653>

Week 4 (1/30 – 2/5) – Systematic Literature Reviews (Meta-Analysis): Case 3 and Comparison [Meeting 2]

Kotera, Y., Sheffield, D., & Van Gordon, W. (2019). The applications of neuro-linguistic programming in organizational settings: A systematic review of psychological outcomes. *Human Resource Development Quarterly*, 30, 101-116. <https://doi.org/10.1002/hrdq.21334>

Week 4 - Optional

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., Stewart, L. A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P., & Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *Systematic Reviews*. <https://doi.org/10.1186/s13643-021-01626-4>

Week 5 (2/6 – 2/12) – Topic Selection

Colquitt, J. A., & George, G. (2011). Publishing in *AMJ* – Part 1: Topic choice. *Academy of Management Journal*, 54(3), 432-435. <https://doi.org/10.5465/amj.2011.61965960>

Jones, E. B., & Bartunek, J. M. (2021). Too close or optimally positioned? The value of personally relevant research. *Academy of Management Perspectives*, 35(3), 335-346. <https://doi.org/10.5465/amp.2018.0009>

Week 5 – Optional

Rockmann, K. W. (2022). The personal argument for making exploratory research part of your research portfolio. *Academy of Management Discoveries*, 8(3), 331-336. <https://doi.org/10.5465/amd.2022.0160>

Week 6 (2/13 – 2/19) – Proposal

Parmigiani, A., & King, E. (2019). Successfully proposing and composing review papers. *Journal of Management*, 45(8), 3083-3090. <https://doi.org/10.1177/0149206319874875>

Week 7 (2/20 – 2/26) – Proposal Presentation & Manuscript Review [Meeting 3]

Wang, J. (2018). Making a difference through quality manuscript review. *Human Resource Development Review*, 17(4), 339-348. <https://doi.org/10.1177/1534484318809724>

Week 7 – Optional

Werner, J. M. (2022). Academic integrity and human resource development: Being and doing. *Human Resource Development Review*, 21(2), 249-257. <https://doi.org/10.1177/15344843221078505>

Week 8 (2/27 – 3/5) – Cho's Participation of the 2023 AHRD Conference in Minneapolis (no class)

Week 9 (3/6 – 3/12) – Writing Introduction

Grant, A. M., & Pollock, T. G. (2011). Publishing in *AMJ* – Part 3: Setting the hook. *Academy of Management Journal*, 54(5), 873-879. <https://doi.org/10.5465/amj.2011.4000>
 Pollock, T. G., & Bono, J. E. (2013). Being Scheherazade: The importance of storytelling in academic writing. *Academy of Management Journal*, 56(3), 629-634. <http://dx.doi.org/10.5465/amj.2013.4003>

Week 9 – Optional

Cloutier, C. (2016). How I write: An inquiry into the writing practices of academics. *Journal of Management Inquiry*, 25(1), 69-84. <https://doi.org/10.1177/1056492615585875>

Week 10 (3/13 – 3/19) – Spring Break (no class)

Week 11 (3/20 – 3/26) – Writing Method

Callahan, J. L. (2014). Writing literature reviews: A reprise and update. *Human Resource Development Review*, 13(3), 271–275. <https://doi.org/10.1177/1534484314536705>
 Zhang, Y., & Shaw, J. D. (2012). Publishing in *AMJ*—Part 5: Crafting the methods and results. *Academy of Management Journal*, 55(1), 8-12. <https://doi.org/10.5465/amj.2012.4001>

Week 11 – Optional

Ragins, B. R. (2012). Reflections on the craft of clear writing. *Academy of Management Review*, 37(4), 493-501. <https://doi.org/10.5465/amr.2012.0165>

Week 13

Geletkanycz, M., & Tepper, B J. (2012). Publishing in *AMJ* – Part 6: Discussing and implications. *Academy of Management Journal*, 55(2), 873-879. <https://doi.org/10.5465/amj.2012.4002>

Week 13 – Optional

Tihanyi, L. (2020). From “that’s interesting” to “that’s important,” *Academy of Management Review*, 63(2), 329-331. <https://doi.org/10.5465/amj.2020.4002>

HRD 6312 COURSE SCHEDULE (may change depending on the circumstances)

Meeting	Week	Topic	Reading	Assignment/Activity
Meeting 1 (1/14) – Introduction	1 (1/9-1/15)	Introduction Literature Review Publication Ethics	Cho (2022); Torraco (2016)	Introduce yourself (1/11) Discussion 1 (Wed & Sat) Writing partner selection (1/14)
Meeting 2 (2/4) – Comparison (online)	2 (1/16-1/22)	Integrative Literature Review: Case 1	Rose et al. (2015)	Discussion 2
	3 (1/23–1/29)	Systematic Review: Case 2	Cho & Egan (2022)	Discussion 3
	4 (1/30–2/5)	Systematic Review: Case 3 Comparison of Cases	Kotera et al. (2019)	Discussion 4 One-page comparison (2/5)

Meeting 3 (2/25) – Proposal	5 (2/6–2/12)	Topic Selection	Colquitt & George (2011); Jones & Bartunek (2021)	Discussion 5 Topic selection (2/12)
	6 (2/13–2/19)	One-Page Proposal	Parmigiani & King (2019)	Discussion 6 One-page proposal & presentation (2/19)
	7 (2/20-2/26)	Proposal Presentation Manuscript Review	Wang (2018)	Discussion 7
	8 (2/27-3/5)	Cho’s Participation in 2023 AHRD Conference in Minneapolis (no class)		Mid-term evaluation (3/5)
Meeting 4 (4/1) - Method	9 (3/6-3/12)	Writing Introduction	Grant & Pollock (2011); Pollock & Bono (2013)	Discussion 9 Introduction (3/12)
	10 (3/13-3/19)	Spring Break (no class)		Peer review 1 (3/15)
	11 (3/20-3/26)	Writing Method	Callahan (2014); Zhang & Shaw (2012)	Discussion 11 Method & presentation (3/26)
	12 (3/27–4/2)	Method: Presentation, peer review, & reflection		Peer review 2 (3/29)
Meeting 5 (4/22) – Draft Presentation	13 (4/3–4/9)	Writing: Findings & Discussion	Geketkanycz & Tepper (2012)	Findings & Discussion (4/9)
	14 (4/10-4/16)	Writing: Draft Paper		Peer review 3 (4/12) Draft paper & presentation (4/16)
	15 (4/17–4/23)	Draft Presentation (4/22)		Peer review 4 (4/19)
Reflection	16 (4/24–4/29)	Final Paper Submission Reflection		Final paper (4/29) Reflection paper (4/29) Course evaluation

APPENDIX 1
Weekly Discussion Postings Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meeting two deadlines (Wed & Sat)	Posts (an answer and two comments) were submitted by the two deadlines	One of the posts was submitted after the deadline	Posts were submitted after the deadline, or posts were missing/not submitted
Citing one or two required readings in the week's answer	Required readings were cited in the week's answer	Only one of the required two readings was cited or none were 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 compact and pointed way and following the APA style (7 th ed.)	Writing followed the APA style and was compact and pointed within a short paragraph	Writing did not follow the APA or was not compact and pointed within a short paragraph	Writing did not follow the APA style and was not compact and pointed, or posts were not submitted

APPENDIX 2
One-Page Proposal Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Key Elements	All key elements are included: title, purpose (one sentence), introduction, method, discussion (implications for research and practice), and references	One or two of the key elements is/are missing: title, purpose (one sentence), introduction, method, discussion (implications for research and practice), and references	Two or more of the key elements are missing: title, purpose (one sentence), introduction, method, discussion (implications for research and practice), and references
Being Thorough	The proposal is thorough. It gives an excellent idea about the final review paper	The proposal is mostly thorough. It gives a good idea about the final review paper. Needs more detail to be thorough	The proposal is not thorough. It does not give an idea about the final review paper. Needs much more detail to be thorough
Page Limit	The proposal is written in one page as required	The proposal is a bit longer than one page, violating the requirement	The proposal is more than one page, violating the requirement
Revision	No revision is required after the initial submission of the proposal	One revision is required after the initial submission of the proposal	More than one revision is required after the initial submission of the proposal
Writing	Writing is pointed and free of typos and follows the APA (7 th ed.)	Writing is mostly pointed, includes a few typos, and does not follow the APA (7 th ed.)	Writing is not pointed, includes several typos, and does not follow the APA (7 th ed.)

APPENDIX 3 One-Page Proposal Sample

HRD 6312 - Contemporary Issues in the HRD Literature

Radie Said

A Systematic Literature Review of Employee Engagement in Public Sector Organizations

Research Purpose

The purpose of this study is to systematically review the literature on employee engagement in public sector organizations.

Problem Statement

According to Schaufeli and Bakker (2004), engaged employees are considered a valuable asset to organizations as they are dedicated to the organization's mission and values and may contribute significantly to its overall success. According to Lavigna (2015), employees in the public sector have high expectations for their involvement and effect on policy challenges and the attainment of socially acceptable results in the course of their work. While employee engagement is becoming increasingly popular, a systematic review of employee engagement literature in public sector organizations has yet to be completed. Conducting a review of the existing literature will better equip public sector organizations when making decisions about ensuring that the current workforce is engaged and capable of providing effective services to improve the health and well-being of the community. Additionally, this review will identify gaps in the field to promote engagement in the public servant workforce.

Method

To carry out this review, I used the electronic database Business Source Complete and Google Scholar to conduct a thorough review of employee engagement literature and the five HRD journals under consideration. The descriptors "employee engagement" and "public sector" were typed in the search query. The search yielded a total of 61 articles, of which 30 studies were peer-reviewed and published between 2002 and 2022, and so met the inclusion criterion.

Discussion

Employee engagement is widely researched in HRD; however, few studies were conducted in public sector organizations. The necessity to undertake extensive research of highly engaged and disengaged workplaces is particularly relevant for HRD. According to Wollard and Shuck (2011), organizational growth, career development, training, and performance management are just a few areas where employee engagement has implications for HRD practice.

References

- Lavigna, B. (2015). Commentary: Public service motivation and employee engagement. *Public administration review*, 75(5), 732-733. <https://doi.org/10.1111/puar.12429>
- Wollard, K. K., & Shuck, B. (2011). Antecedents to employee engagement: A structured review of the literature. *Advances in developing human resources*, 13(4), 429-446. <https://doi.org/10.1177%2F1523422311431220>
- Schaufeli, W. B., & Bakker, A. B. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behavior*, 25(3), 293-315. <https://doi.org/10.1002/job.248>

APPENDIX 4
Final Review Paper Rubric

Criteria	Rating			
	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Elements - <i>Did you include all key elements of the final paper?</i>	The paper includes all the key elements: cover page (title), introduction, method, findings, discussion and conclusion, and references.	The paper includes all but one or two of the required elements as listed.	The paper includes all but two or more of the required elements as listed.	The paper is not submitted, or it does not include many of the required elements as listed.
Extensive Literature Search – <i>Did you extensively search the literature?</i>	The paper clearly shows an extensive literature search on an HRD topic of interest.	For the most part, the paper shows an extensive literature search on an HRD topic of interest.	The paper shows an extensive literature search on an HRD topic of interest, though not sufficient.	The paper is not submitted or does not show an extensive literature search on an HRD topic of interest.
Relevance to HRD - <i>Is the paper relevant to HRD?</i>	The paper is grounded in HRD. Content is pointed and clear and sufficiently detailed.	For the most part, the paper is grounded in HRD. Content is mostly pointed and clear but is not sufficiently detailed.	The paper is rarely grounded in HRD. Content is not pointed and clear, and/or is not sufficiently detailed.	The paper is not grounded in HRD. Content is not pointed and clear and not sufficiently detailed, or the paper is not submitted.
Organization and Logical Flow - <i>Is the paper well-organized with a logical flow?</i>	The paper is well-organized, and ideas flow logically. Writing demonstrates an understanding of the HRD literature.	The report is adequately organized, and ideas are arranged reasonably. Writing demonstrates an understanding of the HRD literature.	The paper is somewhat organized, and ideas do not flow well. Writing does not demonstrate an understanding of the HRD literature.	The paper lacks logical organization. Writing does not demonstrate any understanding of the HRD literature, or the paper is not submitted.
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.
Attention to Details - <i>Did you follow the APA (7th 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. Several errors are noted in APA formatting guidelines in text and references.	The paper does not demonstrate authors' ability to pay attention to detail. Many errors are noted in APA formatting guideline in text and references, or the paper is not submitted.