

HRD 6350 Disciplined Inquiry in HRD

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

Syllabus

Course:	HRD 6350	Instructor:	Greg G. Wang
Title:	Disciplined Inquiry in HRD	Office:	COB315.13
Section:	001	Office Hours:	2:30-4:00pm Tue, Thur
Semester:	Fall 2021	Other Availability:	By appointment
Class Time:	See class schedule	Phone #:	903-565-5910
Location:	COB212	Email:	gwang@uttyler.edu
		Preferred Contact:	Email

Course Description:

A detailed overview of scholarly research focusing on the following four key areas of research as disciplined inquiry: (1) Disciplined thinking, (2) disciplined behavior, (3) disciplined methods, and (4) disciplined actions, which is to achieve disciplined outcomes and results. Emphasis will be placed on the entire research process and developing participants' hands on skills for scholarly research.

Learning Objectives:

The objective of this course is to develop your skills and knowledge in the following areas:

- Disciplined thinking throughout the research process, from deriving research questions, identify gaps, to final reporting
 - independent thinking,
 - analytical thinking
 - critical thinking,
 - and to achieve innovative thinking

- Disciplined behavior
 - Research ethics and integrity for excellence
 - Compliance to IRB requirement
 - Avoid HARKing

- Disciplined methodology
 - Research paradigms

- Quantitative, qualitative, and mixed-methods
 - Methodological transparency and duplicability
 - Theory informed inquiry
- Disciplined results
- Data collection, analysis,
 - Interpretation and reporting

The final deliverable as a milestone of the learning is the initial draft of Chapter 1 of a research proposal.

Textbooks, Materials, and Readings:

Bell, E., Bryman, A., & Harley, B. (2019). *Business research methods* (5th ed). Oxford university press. (ISBN: 978-0-190-2545909-9)

Supplemental Resource:

APA publication manual (7th ed.). Washington, D.C.: American Psychological Association.

The following link may help you jump start with learning on APA style.

<http://www.apastyle.org>

Additional readings will be listed below in the syllabus or assigned within Canvas learning site.

Please follow your UT Tyler Student Learning Portal or the following link:

<http://www.uttyler.edu/canvas>

It is the participants’ responsibility to locate and read the assigned readings prior to a class session in order to engage in meaningful learning and discussions.

Learning Requirement, Rationale, and Assessment Criteria

This course is designed to create a collaborative and non-threatening learning environment that fosters your interests in learning research on HRD. Disciplined inquiry requires disciplined thinking, disciplined behavior, disciplined methodology, and disciplined action. The final purpose is to produce disciplined research outcomes. This bottom line of this course is to help you reach that final purpose. To do so, your active participation and engagement in the learning is very important in the learning community. The learning will involve in intensive weekend classroom learning, group/team assignments, and online activities. Please be prepared before each classroom session for required readings or other activities.

Grade distributions

- Active learning participation (15%)
 - Online discussion (5)
- Completion of online IRB training (15%)
- Group dissertation critiques: (20%)
- Preliminary research paper (10%)
- Final Research paper (30%)

- Final paper presentation and Q&A (5%)

Final Course Grading:

Grade	Level of Performance	Grading Scale
A	Excellent	90 – 100%
B	Average	80 – 89%
C	Poor	70 – 79%
D or F	Fail	< 69% = F

Date of Final Exam:

Final presentation and Final paper due Friday, December 3.

Date to Withdraw without Penalty:

Please see UT Tyler policy

Class Calendar/Schedule:

1. 3:00 to 7:00 pm, August 27,
2. 3:00 to 7:00 pm, September 24,
3. 3:00 to 7:00 pm, October 15,
4. 3:00 to 7:00 pm, November 5,
5. 3:00 to 7:00 pm, December 3.

Required Course Assignments and Activities

(Assignments must be submitted on the due date scheduled. Late submissions will not be accepted without prior approval. Approved late submissions may result in lower grades)

1. 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.

2. Completion of UT Tyler Office of Sponsored Research IRB Training (15%)

Before engaging in data collection for conducting research at UT Tyler, all Principal Investigators (PIs) and Co-Investigators (co-PIs) are required to complete online training prior to any IRB submissions are submitted. Since doctoral students will be expected to engage in research activities during the course of the doctoral program, it will be expected that you complete the required 9 modules of the Socio-Behavioral CITI IRB training course. Evidence of successful completion of the required training will be provided through your earned certificate. A PDF copy of your online training certificate will need to be uploaded on a Canvas designated location.

3. Small-Group Dissertation Critiques and Presentation (20%) Due in the third class

You will form small groups each with 3 persons. Each group will collectively select a doctoral dissertation completed in the last 3 years and related to the members respective research interest in HRD. Prepare a thorough review and critiques on the dissertation based on guidelines provided below. The written critique should be 6 – 8 double-spaced pages. Please upload the **original dissertation and your group critiques** into the respective Discussions Critiques Link in Canvas. Group will present and discuss their critiques in the third class session.

Guidelines for review and critiques:

- *New knowledge contributed to the literature*—New findings, methods, theories, or processes that have *not* been addressed in the existing literature. The new knowledge claim, while may not be unique to HRD, must have specific contribution to the HRD knowledge base. (Sections to look: Purpose/hypotheses, Methods, Implications, Conclusion)
- *Theoretical and/or practical importance of the problem*—The paper fills an important gap in HRD research and/or practice and is consistent with the new knowledge claim. (Sections to look: Purpose/Hypothesis, Significance, Conclusion, Implications)
- *Appropriateness of approaches and/or methods used*—The method/approach used is robust and support the research purpose/hypotheses specified (Sections to look: Purpose/hypotheses, Method, Results)
- *Extent to which the results justify the conclusions*—Logically derived conclusions, no forcing data or unnecessary stretching (Sections to look: Results, Conclusion, Implications).
- *Quality of the reporting*—Consistent, rigorous, and cohesive, with clarity (Sections to look: Throughout the paper).

Please note that to conduct a quality review, groups need to first understand the research status in the published literature in the topical areas of the selected dissertation. Therefore, additional literature readings by the group members is expected.

4. Preliminary research paper (10%; Due October 18)

This is a preliminary research writing toward your Final Research Paper. The paper could be one of your research topics you presented in the first class, or any

other topic emerged in your learning process thus far. The paper must be structured following APA style with at least 7 double-spaced pages excluding references.

5. Final paper: Written Draft of Chapter 1 of your Research Proposal (30%)

Based on your respective research interests, you will prepare an initial draft of Chapter 1 of a research proposal that identifies a research gap in the literature that needs further research attention, integrates the relevant literature supporting the need for the proposed study. The paper must include the following sections:

- Research problem: describing an organizational or social phenomenon and associated research problem
- Research question(s)
- Identify research gap(s) through a preliminary literature review
- Significance of the research: highlight the importance of the research for HRD
- Research design and method, and associated with sampling, data collection, analysis, and limitations: This is an overview of your future study

Requirement: At least 10 double-spaced pages excluding title page and references. Times New Roman font size 12, 1” margins on all sides. A minimum of 20 relevant references from peer reviewed journals or scholarly books listed per APA format. No website url as references. Online submission to Canvas only.

Final Presentation and Q&As (10%)

Presentation Guidelines:

- Your presentation will be based on your final paper above.
- You have about 10 minutes for the presentation as a common practice in many scholarly conference sessions.
- Please prepare no more than 6 slides for the presentation.
- It may be a good idea to practice your presentation in advance for time management.
- The audience will have opportunity to engage in scholarly dialogues. So be prepared for questions regarding your final paper from the audience.
- Those of you in the audience are expected to challenge and/or critique the presentation as in a conference session.

Please bring some handouts of your PPT for your peers.

Evaluation Rubrics:

All written assignments will be evaluated based upon the following criteria:

Clarity of expressions on the topic of the paper with appropriate logic derivations.

Relevance: Selection and presentation of ideas, concepts, and logic derivations are relevant to address the nature of the written assignment.

Rigor: Demonstrated defensibility and justification of your treatment in analysis and critiques, and reasonable conceptual abilities that support the focus of the written assignment, and the quality of the supporting evidence in the written assignments.

APA Style: All written assignments must be type written on a word processor or computer. All papers should be double-spaced and are expected to use 6th edition APA reference style on all written assignments. All written assignments should be spell checked prior to submission.

Tentative Class Agenda

This course will be divided into five learning modules and combined with online discussions as outlined below

Week 1. Introduction: Disciplined Thinking

- Overview of the Syllabus: Expectations and Requirements
- The nature of disciplined inquiry: strategies, process and design
- The HR Wheel: Disciplined inquiry for what
- What is disciplined thinking
- Present your three research ideas/topics

Assignments and Activities Due:

- Read Chapters 1—3 and required readings;
- Bring 3 “research ideas” to the first class session;
- Send me your vita as an attachment via email;
- Review AHRD website at www.ahrd.org

Required Readings:

Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation. *The Academy of Management Review*, 14(4), 496-515.

Bartunek, J. M., Rynes, S. L., & Ireland, R. D. (2006). What makes management research interesting, and why does it matter? *Academy of Management Journal*, 49(1), 9-15.

Wang, G. G. & Sun, J. Y. (2009). Clarifying the boundaries of human resource development. *Human Resource Development International*, 12(1), 93-103.

Wang, G. G., Werner, M. J., Sun, J. Y., Gilley, W. J. & Gilley, A. (2017). Means versus Ends: Theorizing a Definition of Human Resource Development. *Personnel Review*, 46(6), 1165-1181. DOI: 10.1108/PR-11-2015-0306

Week 2. Disciplined Process and Behavior

- Guest lecture: Sarah Norrell, Professional Librarian
 - Strategies and approaches to take advantage of library resources for
 - literature search and reviews
 - fine-tune research ideas, or research questions.
 - Other associated methods, tips on library-based research
- Planning research and formulating research questions
- Review of the literature
- Research ethics and integrity
 - The HARKing issue
- Research compliance

Assignments Due:

- Complete Chapters 4—6, and required readings;
- Complete reading of assigned articles
- Prepare questions for the Professional Librarian to address regarding your research needs and concerns.
- In between sessions 1 and 2, (Due in session 2) complete online discussion “Getting to Know Our Learning Community” in the Canvas Discussion section. Please see instructions on Canvas.
 - Post a brief bio-sketch of yourself with a photo imbedded in the post. Please avoid using attachments for easier access. Your post should include the following:
 - Your research interest and career goal,
 - Your experience related to your research interest
 - Any professional/personal/life experiences or hobbies you are willing to share.

Readings:

Alvesson, M., & Sandbeg, J. (2011). Generating research questions through problematization. *Academy of Management Review*, 36 (2), 247-271.

Colquitt, J. A. (2012). From the Editors: Plagiarism policies and screening at AMJ. *Academy of Management Journal*, 55(4), 749-751.

Schminke, M. (2009). Editor’s comments: The better angels of our nature – Ethics and integrity in the publishing process. *Academy of Management Review*, 34(4), 586-591.

Wang, G. G., Xiao, J., Zhang, Y. and Tang, T. (2013). Promoting research integrity and excellence in Chinese HRM studies. *Journal of Chinese Human Resource Management*, 4(1), 1-11.

Week 3. Disciplined Methodology, Part I

- Developing of research ideas
- Research paradigms
- The nature of quantitative research
- Quantitative research design

Assignment Due:

- Chapters 7-10, 15
- Complete IRB online training between session 2 and session 3. Upload your certificate to Canvas before session 3.
- Complete required readings.
- Preliminary research paper due.
- Group online/in-class discussions for dissertation critiques.

Required Readings:

- Aguinis, H., Ramani, R. S., & Alabduljader, N. (2018). What you see is what you get? Enhancing methodological transparency in management research. *Academy of Management Annals*, 12(1), 83-110.
- Yu, M., Zheng, X., Wang, G. G., Dai, Y. & Yan, B. (2018). When does motivation to learn reduce innovative behavior? An Examination of Mediated-Moderation Model. *Baltic Journal of Management* 13(4), 564-581.
- Gu, Q., Wang, J., and Wang, G. G. (2016). Effects of internal and external sources on innovation performance in Chinese high-tech SMEs: A resource-based perspective. *Journal of Engineering and Technology Management*, 40(2), 76-86. DOI: 10.1016/j.jengtecman.2016.04.003
- Gu, Q., Wang, G. G. and Wang, L. (2013). Social capital and innovation in R&D teams: The mediating roles of psychological safety and learning from mistakes. *R&D Management*. 43(2), 89—102.
- Ruona, W. E. A., & Lynham, S. A. (2004). A philosophical framework for thought and practice in human resource development. *Human Resource Development International*, 7(2), 151-164.
- Wang, G. G. (2010). Theorizing e-learning participation: An empirical study of HRD online communities in the United States. *European Journal of Industrial Training*, 34(4), 344-364.

Week 4. Disciplined Methodology, Part II

- The nature of qualitative research
- Qualitative research design
- The quant-qual divide
- Mixed-methods

- Dissertation critiques group discussion
- Learning Reflections: Your thoughts on the 3 research ideas in the first session.

Assignment due:

- Chapters 17-20, 27 and required readings
- Working toward your final paper

Required Readings:

Anderson, V. (2017). Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 125-133.

Wang, J. & Wang, G. G. (2006b). Participation of management training in a transitioning context: A case of China. *Human Resource Development Quarterly*, 17(4), 443-473.

Wang, J., & Wang, G. G. (2006a). Exploring national human resource development: A case of China management development in a transitioning society. *Human Resource Development Review*, 5(2), 176-201.

Week 5. Disciplined Outcomes and Results Presentations and wrap-up

Assignment due:

- Final paper submitted online in Canvas
- Presentation handouts for your peers

(Note: Instructor reserves the right to revise the schedule and/or the outline.)

Supplemental Readings

Anderson, V. (2017). Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 125-133.

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(3), 1802-1811.

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(5), 3-15.

- Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. *Harvard Business Review*, (September), 67-74.
- Colquitt, J. A. (2012). From the Editors: Plagiarism policies and screening at AMJ. *Academy of Management Journal*, 55(4), 749-751.
- Gubbins, C. & Rousseau, D. M. (2015). Embracing translational HRD research for evidence-based management: Let's talk about how to bridge the research-practice gap. *Human Resource Development Quarterly*, 26(12), 109-125.
- Ellinger, A. D., Anderson, V., Gubbins, C., Lunn, M. L., Nimon, K. F., Sheehan, M., & Werner, J. (2013). The generous spirit of the peer review process: Perspectives and insights from the *HRDQ* editorial team on providing high quality reviews. *Human Resource Development Quarterly*, 24(4).
- Ellinger, A. D., & McWhorter, R. (2016). Qualitative case study research as empirical inquiry. *International Journal of Adult Vocational Education and Technology*, 7(3), 1-10.
- Ellinger, A. D., & Yang, B. (2011). Creating the whole from the parts. In T. S. Rocco & T. Hatcher & Associates (Eds.), *The Handbook of Scholarly Writing and Publishing* (pp.115- 124). San Francisco, CA: Jossey-Bass.
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research*, 26(13), 1753-1760.
- Merriam, S. B., & Simpson, E. L. (1995). *A guide to research for educators and trainers of adults* (2nd ed.). Malabar, FL: Krieger Publishing Company.
- Onwuegbuzie, A. J., & Corrigan, J. A. (2014). Improving the quality of mixed research reports in the field of human resource development and beyond: A call for rigor as an ethical practice. *Human Resource Development Quarterly*, 25(3), 273-299.
- Ruona, W. E. A., & Lynham, S. A. (2004). A philosophical framework for thought and practice in human resource development. *Human Resource Development International*, 7(2), 151- 164.
- Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. *Journal of the Academy of Marketing Science*, 29(4), 405-415.
- Twining, P., Heller, R. S., Nussbaum, M., & Tsai, C. (2017). Some guidance on conducting and reporting qualitative studies. *Computers & Education*, 106, A1-A9.
- Agarwal, R., Echambadi, R., Franco, A. P., Sarkar, MB (2006). Reap rewards: Maximizing benefits from reviewer comments. *Academy of Management Journal*, 49(2), 191-196.

Alvesson, M., & Sandberg, J. (2013). Has management studies lost its way? Ideas for more imaginative and innovative research. *Journal of Management Studies*, 50(1), 128-152.

American Educational Research Association (2006). Standards for reporting on empirical social science research in AERA publications. *Educational Researcher*, 35(6), 33-40.

Bansal, P., & Corley, K. (2011). From the Editors: The coming of age for qualitative research: Embracing the diversity of qualitative methods. *Academy of Management Journal*, 54(2), 233-237.

Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. Thousand Oaks, CA: Sage Publications, Inc.

Booth, A., Papaioannou, D., & Sutton, A. (2012). *Systematic approaches to a successful literature review*. London, England: Sage Publications, Inc.

Boyatzis, R. E. (1998). *Transforming qualitative data*. Thousand Oaks, CA: Sage. Brown, K. G. (2012). From the editors: Thoughts on effective reviewing. *Academy of Management Learning & Education*, 11(2), 152-154. doi: 10.5465/amle.2012.0132

Callahan, J. L. (2010). Instructor's corner: Constructing a manuscript: Distinguishing integrative literature reviews and conceptual and theory articles. *Human Resource Development Review*, 9(3), 300-304.

Carpenter, M. A. (2009). Editor's comments: Mentoring colleagues in the craft and spirit of peer review. *Academy of Management Review*, 34(2), 191-195. doi: 10.5465/AMR.2009.36982609

Cascio, W. (2012). Methodological issue in international HR management research. *The International Journal of Human Resource Management*, 23(12), 2532-2545.

Courville, T., & Thompson, B. (2001). Use of structure coefficients in published multiple regression articles: β is not enough. *Educational and Psychological Measurement*, 61(2), 229-248.

Crescentini, A. & Mainardi, G. (2009). Qualitative research articles: Guidelines, suggestions and needs. *Journal of Workplace Learning*, 21(5), 431-439.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among the five approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Creswell, J. W., (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc. [Chapters 2, 3, and 4]

Creswell, J. W. (2016). *Thirty essential skills for the qualitative researcher*. Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Denzin, N. K., & Lincoln, Y. S. (Eds.). *The landscape of qualitative research: Theories and issues* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Doh, J. P. (2010). Introduction: Implications for practice - Core contribution or afterthought? *Academy of Management Learning & Education*, 9(1), 98–99. doi: 10.5465/AMLE.2010.48661193

Dul, J., & Hak, T. (2012). *Case study methodology in business research*. New York, NY: Routledge.

Fitzpatrick, K. (2010). Peer-to-peer review and the future of scholarly authority. *Social Epistemology: A Journal of Knowledge, Culture and Policy*, 24(3), 161-179.

Flick, U. (2002). *An introduction to qualitative research* (2nd ed.). London, Sage.

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Boston, MA: Pearson Education, Inc.

Geletkanycz, M., & Tepper, B. J. (2012). Publishing in AMJ - Part 6: Discussing the Implications. *Academy of Management Journal*, 55(2), 256-260. doi: 10.5465/amj.2012.4002

Holton, E. F., & Burnett, M. F. (2005). The basics of quantitative research. In R. Swanson and E. Holton (Eds.), *Research in Organizations*, pp. 29-44.

Huberman, A. M., & Miles, M. B. (2002). *The qualitative researcher's companion*. Thousand Oaks, CA: Sage Publications.

Imel, S. (2011). Writing a literature review. In T. S. Rocco & T. Hatcher & Associates (Eds.), *The Handbook of Scholarly Writing and Publishing* (pp.145-160). San Francisco, CA: Jossey-Bass.

Jacobs, R. L. (2011). Developing a research problem and purpose statement. In T. S. Rocco & T. Hatcher & Associates (Eds.), *The Handbook of Scholarly Writing and Publishing* (pp.125- 141). San Francisco, CA: Jossey-Bass.

Kilduff, M. (2007). Editor's comments: The top ten reasons why your paper might not be sent out for review. *Academy of Management Review*, 32(3), 700-702.

Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of Behavioral Science Research* (4th ed.).

Kohler, T., Landis, R. S., & Cortina, J. M. (2017). From the editors: Establishing methodological rigor in quantitative management learning and education research: The role of design, statistical methods and reporting standards. *Academy of Management Learning & Education*, 16(2), 173-192.

Lincoln, Y. S., & Lynham, S. A. (2011). Criteria for assessing theory in human resource development from an interpretive perspective. *Human Resource Development International*, 14(1), 3-22.

Lepak, D. (2009). Editor's comments: What is good reviewing? *Academy of Management Review*, 34(3), 375–381. doi: 10.5465/AMR.2009.40631320

Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2014). *Proposals that work: A guide for planning dissertations and grant proposals* (6th ed.). Thousand Oaks, CA: Sage Publications.

Machi, L. A., & McEvoy, B. T. (2012). *The literature review: Six steps to success*. Thousand Oaks, CA: Corwin Press (Sage).

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.

Merriam, S. B., (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: Jossey-Bass.

Miller, C.C. (2006). Peer review in the organizational and management sciences: Prevalence and effects of reviewer hostility, bias, and dissensus. *Academy of Management Journal*, 49(3), 425-431.

Nathans, L. L., Oswald, F. L., Nimon, K. (2012). Interpreting multiple linear regression: A guidebook of variable importance. *Practical Assessment, Research & Evaluation*, 17(9), 1–19.

Nimon, K. (2011). [Editorial] Improving the quality of quantitative research reports. *Human Resource Development Quarterly*, 22, 387–394.

Nimon, K. (2012). Statistical assumptions of substantive analyses across the general linear model: A mini–review. *Frontiers in Psychology*, 3(322), 1-5.

Nimon, K. F., & Astakhova, M (2015). Improving the rigor of quantitative HRD research: Four recommendations in support of the general hierarchy of evidence. *Human Resource Development Quarterly*, 26(3), 1-17.

Olejnik, S., & Algina, J. (2000). Measures of effect size for comparative studies: Applications,

interpretations, and limitations. *Contemporary Educational Psychology*, 24, 241-286. Oliver, P. (2012). *Succeeding with your literature review: A handbook for students*. Berkshire, England: Open University Press.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Rankin, E. (2001). *The work of writing: Insights and strategies for academics and professionals*. San Francisco, CA: Jossey-Bass.

Ragins, B. R. (2012). Editor's comments: Reflections on the craft of clear writing. *Academy of Management Review*, 37(4), 493-501.

Rocco, T. S. (2003). Shaping up the future: Writing up the method on qualitative studies. *Human Resource Development Quarterly*, 14(3), 343-349.

Rocco, T. S. (2010). Criteria for evaluating qualitative studies. *Human Resource Development Review*, 13(4), 375-378.

Rocco, T. S., & Hatcher, T. & Associates (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey-Bass.

Schminke, M. (2009). Editor's comments: The better angels of our nature – Ethics and integrity in the publishing process. *Academy of Management Review*, 34(4), 586-591.

Shaw, J. D. (2012). From the editors: Responding to reviewers. *Academy of Management Journal*, 55(6), 1261-1263.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Thousand Oaks, CA: Sage Publications.

Swanson, R. A., & Holton, E. F., III (2005). *Research in organizations: Foundations and methods of inquiry*. San Francisco, CA: Berrett-Koehler Publishers.

Terrell, S. R., (2016). *Writing a proposal for your dissertation: Guidelines and examples*. New York, NY: The Guilford Press.

Torraco, R. J. (2005). Writing integrative literature reviews: Guidelines and examples. *Human Resource Development Review*, 4(3), 356-367.

Tracy, S. J. (2010). Qualitative inquiry: Eight “big-ten” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(December), 837-851.

Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. Thousand Oaks, CA: Sage Publications, Inc. [ISBN: 9781452257884] [Chapter 5]

Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.

Yin, R. K. (2012). *Applications of case study research* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Zhang, Y., & Shaw, J. D. (2012). From the editors: Publishing in *AMJ* - Part 5: Crafting the methods and results. *Academy of Management Journal*, 55(1), 8–12. doi: 10.5465/amj.2012.4001

Some Published Examples of Different Research Designs

Clarke, N. (2010). Developing emotional intelligence abilities through team-based learning. *Human Resource Development Quarterly*, 21(2), 119-137.
[Quasi Experimental Design]

Ellinger, A. D., Ellinger, A. E., Yang, B., & Howton, S. W. (2003). Marking the business case for the learning organization concept. *Advances in Developing Human Resources*, 5(2), 163-172.
[Canonical Correlational Design]

Ellinger, A. D. (2005). Contextual factors influencing informal learning in a workplace setting: The case of 'reinventing itself company.' *Human Resource Development Quarterly*, 16(3), 389-415.
[Qualitative Case Study]

Luthans, F., Avey, J. B., Avolio, B. J., & Peterson, S. J. (2010). The development and resulting performance impact of positive psychological capital. *Human Resource Development Quarterly*, 21(1), 41-67.

A Listing of Potential Publication Outlets*

Asian Pacific Education Review

New Horizons in Adult Education and Human Resource Development

Adult Education Quarterly

The Canadian Journal of Adult Education Studies

The International Journal of Lifelong Education

The Journal of Continuing Higher Education

The New Zealand Journal of Adult Learning

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

Human Resource Development Quarterly

Human Resource Development International

Human Resource Development Review

Advances in Developing Human Resources Performance Improvement Quarterly

The Academy of Management Review
The Academy of Management Journal
The Academy of Management Executive
The Academy of Management Learning and Education Strategic Management Journal
Asia Pacific Journal of Management
Leadership Quarterly
Human Resource Management Review
Journal of Organizational Behavior
Journal of Applied Behavioral Science
Journal of Managerial Inquiry
Organizational Dynamics
International Journal of Human Resource Management International Journal of Manpower Management Learning
Harvard Business Review
Sloan Management Review
California Management Review
The Journal of Workplace Learning
The International Journal of Training and Development The Journal of Management Development
Human Resource Management
Human Resource Management Journal
International Journal of Human Resource Management Journal of Applied Behavioral Science
Journal of Applied Psychology
Journal of Business and Psychology
Journal of Business Ethics
Journal of Career Development

Journal of European Industrial Training NOW European Journal of Training and Development
Journal of Occupational and Organizational Psychology
Organization Science
Organization Studies

Personnel Psychology
Personnel Review
Leadership and Organization Development Journal
Organization Development Journal
Journal of Organizational Behavior
Journal of Vocational Behavior
Journal of Vocational Education Research
Journal of Human Resources
Career Development International
Education & Training
Industrial and Commercial Training
The International Journal of Educational Management
Journal of Educational Administration
Journal of Knowledge Management

Employee Relations
Journal of Managerial Psychology
Journal of Change Management
Journal of Organizational Change Management
Personnel Review
Administrative Science Quarterly
Human Relations
Women in Management Review
Training
T+D (ATD)
Performance Improvement
The Learning Organization Journal: An International Journal Business Horizons
International Business Review
Journal of International Management
Journal of World Business
International Journal of Management Reviews
The British Journal of Management
Journal of Management
SAM Advanced Management Journal
Journal of Management Studies
International Journal of Evidence Based Coaching and Mentoring

NOTE: Other Journals Listed on the College of Business and Technology Website:

<http://www.uttyler.edu/cbt/facultydocs.php>

[Approved Publication Listing as of August 2016]

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

The Academy of Management (AOM)
The Academy of Human Resource Development (AHRD)
The Society for Advancement of Management (SAM)
The Southern Management Association (SMA)
The Society for Advancement of Management (SAM)
The Adult Education Research Conference (AERC)
The Annual Conference on HRD Research and Practice Across Europe [The UFHRD
Conference Across Europe
The AHRD Asian Chapter Conference
Midwest Research to Practice Conference
The American Association for Adult and Continuing Education (AAACE)
Association for Talent Development (ATD) (Formerly The American Society of Training and
Development Conference (ASTD)
The International Society of Performance Improvement (ISPI)

The International Conference on Researching Work and Learning Society of Human Resource Management Conference (SHRM) SCUTREA Conference
Transformative Learning Conference (Columbia University)
The Institute of Behavioral and Applied Management (IBAM)

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

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

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

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

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

1. Proofread carefully; if you make a typing error, at least mark the correction in pencil.
2. its = possessive it's = contraction for it is
3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.
4. A dash is typed with two hyphens without a space before or after, e.g., end--then, NOT end-then, and NOT end - then. There is still a role for a hyphen, however, e.g., "up-to-date resume."
5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices in our catalog DO not include sales tax. Poor: Any learner caught smoking in the halls will have their cigarettes confiscated. Better: Any learner caught smoking in the halls will have his or her cigarettes confiscated. Best: All learners caught smoking in the halls will have their cigarettes confiscated.

Tense agreement: Poor: Jones and Smith (1984) discuss what happens when managers give bad performance appraisals. They reported about what happened in five companies. Better: Jones and Smith (1984) discuss...report... Better: Jones and Smith (1984) discussed...reported..

6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g., The consultant signed the contract, but the client did not. BUT The consultant signed the contract but objected to paragraph 4.

7. Quotation marks always go outside periods and commas, e.g., ...end." They go outside the question mark if the question is quoted; inside if the whole sentence is a question.
8. Each sentence must have a SUBJECT and a VERB.
9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for: more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.
10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea. See if it should be broken down into two or more concise paragraphs.
11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of the paragraph.

Class Meeting Attendance Policy

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 facilitator and the department chair, the learner may participate virtually. The facilitator 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. Please also feel free to email me any time if you have learning related issues or questions.

UT Tyler COVID-19 Statements:

Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Writing Style

All writing assignments are to follow APA style 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

<http://www.uttyler.edu/about/campus-carry/index.php>

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, kreteks, 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.