

HRD 6353: ADVANCED QUALITATIVE RESEARCH METHODS IN HRD (81083)

FALL 2023

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

Instructor: Dr. Yonjoo Cho (ycho@uttyler.edu), Professor (COB 315.21)
Class Time: 8/21 – 12/9 (Thanksgiving holidays: Week of 11/20)
In-Person Meetings: 8/25, 9/22, 10/13, 11/3, and 12/1 (Fri), 3:00pm to 7:00pm CT
Classroom: COB 212
Office Hours: Wednesday, 7:30pm to 9:00pm for **individual clinic**
Communication: Canvas, email, and Zoom (Tel: 903-566-7260)
Course Access: <https://uttyler.instructure.com/courses/36528>
Zoom: <https://uttyler.zoom.us/my/yjcho>

COURSE DESCRIPTION

In this course, students will learn the essential elements and principles of six qualitative research designs: basic qualitative research, phenomenology, grounded theory, ethnography, qualitative case study, and action research that are commonly used in social sciences, organization studies, and HRD. To that end, students will read book chapters, review cases, and write a scaled-down qualitative research paper including key elements: introduction (problem statement & theoretical background), method, and findings and discussion, correctly following the APA (2020).

COURSE OBJECTIVES/LEARNING OUTCOMES

After completing this course, students will be able to

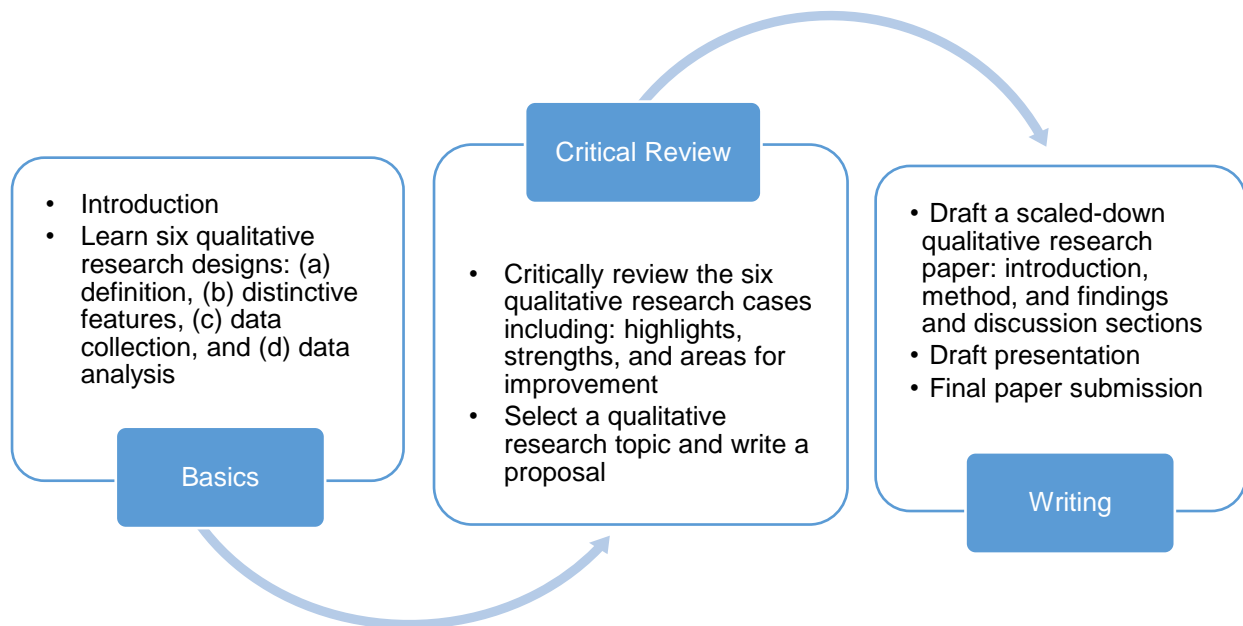
- Define what qualitative research is
- Compare six qualitative research designs
- Critically review six select qualitative research cases
- Choose the most appropriate qualitative research design for a qualitative study
- Conduct the qualitative study based on the research design and methods chosen
- Develop knowledge and skills in qualitative data collection and analysis methods
- Write a scaled-down qualitative research paper based on knowledge and skills learned in class
- Peer-review the assigned students' writings to further develop review and writing skills
- Reflect on the process of writing a qualitative research paper and class activities

COURSE OUTLINE

In this course, students will learn six qualitative research designs and write a scaled-down qualitative research paper as shown in Figure 1.

Figure 1

The Course Design



In this course, the following topics will be covered:

- Qualitative research: Basics
- Six qualitative research designs
- Critical review of six qualitative research cases
- Synthesis: Writing a qualitative research paper
- Draft presentation and final paper submission
- Reflection: Lessons learned from the paper writing and class activities

CLASS FORMAT: HYBRID LEARNING

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

- Meeting 1: 8/25 (Fri), 3:00pm to 7:00pm
- Meeting 2: 9/22 (Fri), 3:00pm to 7:00pm
- Meeting 3: 10/13 (Fri), 3:00pm to 7:00pm
- Meeting 4: 11/3 (Fri), 3:00pm to 7:00pm
- Meeting 5: 12/1 (Fri), 3:00pm to 7:00pm

READ ME FIRST (Canvas Modules)

Begin each week with reading the Read Me First (Canvas Modules) that will be posted by **Saturday at 9:00am CT**. In Read Me First pages, I will guide you to the content and things to do in the following week. Recorded mini lectures will be embedded in Read Me First pages.

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 detailed feedback whenever needed. In the process, you will learn how to meet assignment requirements as directed and how to improve writing as doctoral students, using the APA formatting guidelines (2020) required in HRD.

To make the developmental process possible, seamless communication between the instructor and doctoral students is required, as follows:

- Take advantage of regular office hours (Wednesday, 7:30pm to 9:00pm) for individual clinic via Zoom. To that end, sign up for a Google Doc.
- Other times by appointment. I don't mind meeting in the evening, if that is preferable.
- If your message is urgent, send it to me at 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 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 and detailed feedback. If assignment guidelines are unclear, ask for clarification. If you don't understand my evaluation comments, ask for extra feedback until it makes sense. I hope this course sets the clear expectations for what to do and what not to do to complete things to do. The bottom line is that you learn as intended to become *an informed beginning researcher* who can conduct a qualitative study and report study findings in a research paper format.

ASSIGNMENTS AND DUE DATES

Complete four assignments: weekly postings, a qualitative research paper, class activities, and a reflection paper. Submit assignments in Word unless there are specific guidelines.

No	Topic		Point (%)	Due
1	Weekly Discussion Postings: (7 weeks x 20 pts)		140 (28)	1 Answer by Wed 2 Comments by Sat
2	Qualitative Research Paper	One-Page Proposal (20) & Presentation (10)	240 (48)	10/8
		Introduction (30)		10/22
		Method (30) & Presentation (10)		10/29
		Findings & Discussion (40)		11/12
		Draft Paper (50) & Presentation (20)		11/27 (Mon)
		Final Paper (30)		12/3
3	Class Participation	Introduce Yourself (10)	100 (20)	8/23 (Wed)
		Discussion Lead (20)		8/23 (deadline)
		Pollock (2021): One-Page Review (20)		10/1
		Mid-Term Class Evaluation (10)		10/15
		Peer Review of 4 Writings (10x4)		10/25, 11/1, 11/15 & 11/29
4	Reflection Paper		20 (4)	12/3
Total:			500 (100)	

Weekly Discussion Postings (140 pts)

Each week, I will post a discussion question on Canvas Discussion, and discussion leaders 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 20 points each week: 10 points for an answer and 10 (5x2) points for two comments. See the following samples of "compact and pointed answer within a short paragraph":

Discussion question: What are the key elements of a research process?

Answer: The key elements of a research process include identifying a research question, conducting a literature review, selecting a research design, collecting and analyzing data, and interpreting and communicating results (Bell et al., 2019). To ensure the quality of research, researchers need to apply criteria such as reliability, replicability, and validity, regardless of their research approach. Commonly used research designs include experimental, cross-sectional, longitudinal, case study, and comparative designs, which may be evaluated based on these criteria. For qualitative research, it's important to choose the research design carefully to prevent similar results using similar designs. However, even basic qualitative approaches can provide a valuable starting point (Zarestky, 2023). Additionally, acknowledging potential limitations can enhance the overall quality of the research, inspiring future researchers to address these limitations, and advance the understanding of the topic (quoted from Alma, 2023).

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

- Read all required and optional readings.
- Read all students' postings.
- Respond to interesting or intriguing postings and provide thoughtful feedback and/or ask GOOD probing questions with background information 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 how to write well 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). Post your answer and two comments early so that you can engage other students in discussion (see **Appendix 1** for the postings rubric).

Qualitative Research Paper (240 pts)

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

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

One-Page Proposal (single-spaced): Write a one-page proposal that provides details your plan on what needs to be done to write a qualitative research paper. This one-page proposal must include key elements of the paper including:

- The course title (on the left) and your name (on the right) in the header
- The title of your paper (centered)
- A purpose statement in one sentence
- Introduction: State why you should conduct a qualitative study and provide a brief review of the literature on the topic to state the problem and to provide the theoretical background of the study.
- Method: Choose a qualitative research design and provide a rationale for the selection and provide information about participants and sampling, data collection, and data analysis.
- Discussion: Provide preliminary implications of the study for HRD research and practice.
- 3 to 5 References

Use a Times, Arial or Calibri 11pt font size and make it compact and pointed. This single-spaced one-page proposal will be evaluated for criteria: 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).

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

- Header: Add a page number on the upper right.
- Cover: Title your paper (centered) and add information needed to correctly follow the APA.
- Introduction: State the purpose of the qualitative study in one sentence, provide a rationale for the selection of an HRD topic, state the problem, present the theoretical background, and state how the study will contribute to HRD. Add a bridging sentence that gives readers an overview of the paper at the end.
- Method: Provide a rationale for the selection of a qualitative research design and details on the qualitative research process: participants and sampling, data collection, and data analysis, validity and reliability statements and **researcher positionality**.
- Findings: Present study findings in the form of 3 to 5 themes and add a few powerful direct quotes while explaining themes to add authenticity to the paper.
- Discussion: Discuss significance of the study findings, implications for HRD research and practice, and study limitations.
- References
- Appendices (e.g., interview protocol)

Use a Times 12pt and Arial or Calibri 11pt font size. The paper will be evaluated for criteria including: (a) the inclusion of all key elements, (b) the selection of the most appropriate qualitative research design, (c) relevance to HRD, (d) organization and logical flow, (e) clarity, and (f) APA formatting guidelines (2020) (see **Appendix 4** for the final paper rubric).

Class Participation (100 pts)

Actively participate in class activities including: (a) personal introduction, (b) discussion lead, and (c) four peer-reviews of the assigned students' writings, (d) one-page review of Pollock (2021), and (f) mid-term class evaluation.

Reflection Paper (20 pts)

Write a single-spaced, one-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 semester-long learning experience. Use a Times, Arial or Calibri 11pt font size and make it compact and pointed.

FINAL GRADES

Grade	A	B	C	D	F
Range	over 90%	80% - 90%	70% - 80%	60% - 70%	below 60%
Points	Over 450	400-449	350-399	300-349	below 299

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 student 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.

Academic Dishonesty Statement

The faculty expects from 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 that 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 learners should be aware that all written course assignments will be checked by plagiarism detection software. Violations of academic integrity will be reported and processed according to the guidelines established by the University.

UNIVERSITY POLICIES and UT TYLER RESOURCES FOR STUDENTS

Information is available on Canvas Syllabus

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

HRD PhD Program Handbook (2022)

HRD Dissertations at [UT Tyler](#) and [AHRD](#)

APA Formatting Guidelines

You are required to follow the APA (2020) in all writing assignments:

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

Take a closer look at two ppt files on APA (basics and APA for doctoral students) on Canvas and also see how I referenced publications in this syllabus as well.

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](#)).

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.

Business Librarian

Business Librarian at UT Tyler Muntz Library **Sarah Norrell** (snorrell@uttyler.edu) is a great resource for searching HRD publications.

TEXTBOOK

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). SAGE.

HIGHLY RECOMMENDED

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

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.

RECOMMENDED

Qualitative Research

Dezin, N. K., Lincoln, Y. S., Glardina, M. D., & Cannella, G. S. (2023). *The SAGE handbook of qualitative research* (6th ed.). SAGE.

Howard-Grenville, J., Nelson, A., & Zilber, T. B. (2021). Achieving fit and avoiding misfit in qualitative research. *Academy of Management Journal*, 64(5), 1313-1323.
<https://doi.org/10.5465/amj.2021.4005>

Lê, J. K., & Bednarek, R. (2023). Using interpretive methods to unleash the potential of human resource development. *Human Resource Development Review*, 22(2), 163-172.
<https://doi.org/10.1177/15344843231161266>

Lester, J. N. (2023). Introduction to special issue: Qualitative research methodologies and methods for theory building in human resource development. *Human Resource Development Review*, 22(1), 7-14. <https://doi.org/10.1177/15344843221146871>

Innovation in Qualitative Research

Cho, Y., Grenier, R., & Williams, P. (2022). Introduction: Innovation in qualitative research in HRD. *European Journal of Training and Development*, 46(7/8), 685-692.
<https://doi.org/10.1108/EJTD-05-2022-0058>

Grenier, R., Williams, P., & Cho, Y. (2022). Moving the needle on qualitative approaches to studying HRD. *European Journal of Training and Development*, 46(7/8), 754-764.
<https://doi.org/10.1108/EJTD-02-2022-0019>

Lochmiller, C. R., Cho, Y., & Lester, J. N. (2023). A new design framework for innovative qualitative research in HRD. *Human Resource Development Review*, 22(2), 275-290.
<https://doi.org/10.1177/15344843231170414>

Qualitative Research Designs

Alammar, F. M., Intezari, A., Cardow, A., & Pauleen, D. J. (2019). Grounded theory in practice: Novice researchers' choice between Straussian and Glaserian. *Journal of Management Inquiry*, 28(2), 228-245. <https://doi.org/10.1177/1056492618770743>

- Barley, S. R. (2016). Confessions of a mad ethnographer. In K. D. Elsbach & R. M. Kramer (Eds.), *Handbook of qualitative organizational research: Innovative pathways and methods* (pp. 465-475). Routledge.
- Brandhorst, J. K., Compton, C., Solon, K., Huyler, D., McGill, C. M., & Barnhart, L. (2023). What can Grounded Theory do for human resource development? An approach for post-pandemic research and beyond. *Human Resource Development Review*, 22(2), 180-203. <https://doi.org/10.1177/15344843221149309>
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). SAGE.
- Charmaz, K., & Thornberg, R. (2021). The pursuit of quality in grounded theory. *Qualitative Research in Psychology*, 18(3), 305-327. <https://doi.org/10.1080/14780887.2020.1780357>
- Coghlan, D., & Holian, R. (2023). Insider action research for human resource development. *Human Resource Development Review*, 22(2), 173-179. <https://doi.org/10.1177/15344843231162245>
- Gehman, J., Glaser, V. L., Eisenhardt, K. M., Gioia, D., Langley, A., & Corley, K. G. (2018). Finding theory-method fit: A comparison of three qualitative approaches to theory building. *Journal of Management Inquiry*, 27(3), 284-300. <https://doi.org/10.1177/1056492617706029>
- Glaser, B. G., & Strauss, A. L. (1967/2017). *The discovery of grounded theory: Strategies for qualitative research* (e-book). Routledge.
- Gibson, S. K., & Hanes, L. A. (2003). The contribution of phenomenology to HRD research. *Human Resource Development Review*, 2(2), 181-205. <https://doi.org/10.1177/1534484303254987>
- Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning qualitative research: Design and decision making for new researchers. *International Journal of Qualitative Methods*, 19, 1-7. <https://doi.org/10.1177/1609406920967174>
- van Manen, M. (2014). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Routledge.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE.

Qualitative Data Collection

- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59-82. <https://doi.org/10.1177/1525822X05279903>
- Low, J. (2019). A pragmatic definition of the concept of theoretical saturation. *Sociological Focus*, 52(2), 131-139. <https://doi.org/10.1080/00380237.2018.1544514>

Qualitative Data Analysis

- Galman, S. C. (2016). *The good, the bad, and the data*. Routledge.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE.
- O’Kane, P., Ott, D. L., Smith, A. D., & Brown, T. C. (2023). Understanding computer-assisted qualitative data analysis software as a tool to enhance systematic literature reviews in human resource development. *Human Resource Development Review*, 22(2), 291-307. <https://doi.org/10.1177/15344843221144668>
- Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). SAGE.

Bias in Qualitative Research

- Galdas, P. (2017). Revisiting bias in qualitative research: Reflections on its relationship with funding and impact. *International Journal of Qualitative Methods*, 16, 1-2. <https://doi.org/10.1177/1609406917748992>
- Roulston, K., & Shelton, S. A. (2015). Reconceptualizing bias in teaching qualitative research methods. *Qualitative Inquiry*, 21(4), 332-342. <https://doi.org/10.1177/1077800414563803>

Quality in Qualitative Research

- Aguinis, H., & Solarino, A. M. (2019). Transparency and replicability in qualitative research: The case of interviews with elite informants. *Strategic Management*, 40, 1291-1315. <https://doi.org/10.1002/smj.3015>

- Barbour, R. S. (2001). Checklists for improving rigour in qualitative research: A case of the tail wagging the dog? *BMJ*, 322, 1115-1117. <https://doi.org/10.1136/bmj.322.7294.1115>
- Egan, T., Shirmohammadi, M., Kim, S., & Akdere, M. (2023). Top 12 reasons your qualitative research will be accepted by a journal. *Human Resource Development Quarterly*, 34, 7-17. <https://doi.org/10.1002/hrdq.21500>
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *ECTJ*, 29(2), 75-91. <https://www.jstor.org/stable/30219811>
- Harley, B., & Cornelissen, J. (2022). Rigor with or without templates? The pursuit of methodological rigor in qualitative research. *Organizational Research Methods*, 25(2), 239-261. <https://doi.org/10.1177/1094428120937786>
- Lincoln, Y.S. & Guba, E.G. (1986). But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *Naturalistic Evaluation*, 30, 73-84. <https://doi.org/10.1002/ev.1427>
- Pratt, M. G., Kaplan, S., & Wittington, R. (2020). The tumult over transparency: Decoupling transparency from replication in establishing trustworthy qualitative research. *Administrative Science Quarterly*, 65(1), 1-19. <https://doi.org/10.1177/0001839219887663>
- Tracy, S.J. (2010). Qualitative quality: Eight “Big Tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. <https://doi.org/10.1177/1077800410383121>

Digital Qualitative Research

Paulus, T, M., & Lester, J. N. (2021). *Doing qualitative research in a digital world*. SAGE. **SAGE Research Methods**

Qualitative Journals (in alphabetical order)

International Journal of Qualitative Methods, *International Journal of Qualitative Studies on Health and Well-being*, *Qualitative Inquiry*, *Qualitative Health Research*, *Qualitative Research*, *Qualitative Social Work*, *Qualitative Sociology*, and *The Qualitative Report*

QUALITATIVE RESEARCH CASES

Basic Qualitative Research – Case 1

Cho, Y., Park, J., Han, S. J., & Ho, Y. (2019). “A woman CEO? You’d better think twice!”: Exploring career challenges of women CEOs at multinational corporations in South Korea. *Career Development International*, 24(1), 91-108. https://doi.org/10.1108/CDI-03-2018-0078_9

Grounded Theory – Case 2

Lundgren, H., Poell, R. F., & Kroon, B. (2019). “This is not a test”: How do human resource development professionals use personality tests as tools of their professional practice? *Human Resource Development Quarterly*, 30, 175-196. <https://doi.org/10.1002/hrdq.21338>

Phenomenology – Case 3

Hutchins, H. M., & Rainbolt, H. (2017). What triggers imposter phenomenon among academic faculty? A critical incident study exploring antecedents, coping, and development opportunities. *Human Resource Development International*, 20(3), 194-214. <https://doi.org/10.1080/13678868.2016.1248205>

Ethnography

Keshtiban, A. E., Callahan, J., & Harris, M. (2023). Leaderlessness in social movements: Advancing space, symbols, and spectacle as modes of “leadership”. *Human Resource Development Quarterly*, 34(3), 19-43. <https://doi.org/10.1002/hrdq.21460>

Autoethnography – Case 4

Kwon, C.-k. (2023). Resistance from the margin: An autoethnographic account of academic ableism. *Human Resource Development Quarterly*. <https://doi.org/10.1002/hrdq.21498>

Case Study – Case 5

Ghosh, R., & Nadkarni, S. (2022). Navigating tensions in rendering both career and psychosocial functions: An exploratory study of hybrid multiplex developmental relationships. *Human Resource Development Quarterly*, 33(1), 69–93. <https://doi.org/10.1002/hrdq.21435>

Action Research – Case 6

Nelson, S., & Duxbury, L. (2021). Breaking the mold: Retention strategies for generations X and Y in a prototypical accounting firm. *Human Resource Development Quarterly*, 32, 155-178. <https://doi.org/10.1002/hrdq.21414>

REQUIRED READINGS

As a doctoral student, search all 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 and posted **all book chapters** in Files (“weekly readings”).

Week 1 (8/21 – 8/27) – Introduction and Overview

Creswell, J. W., & Poth, C. N. (2018). Chapter 3: Designing a qualitative study. In *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) (pp. 41-63). SAGE.

Morse, J. (2020). The changing face of qualitative inquiry. *International Journal of Qualitative Methods*, 19, 1-7. <https://doi.org/10.1177/1609406920909938>

Van Maanen, J. (1979). Reclaiming qualitative methods for organizational research: A preface. *Administrative Science Quarterly*, 24(4), 520-526. <https://doi.org/10.2307/2392358>

Week 1 – Optional

Peshkin, A. (1988). In search of subjectivity—One’s own. *Educational Researcher*, 17(7), 17-21. <https://doi.org/10.2307/1174381>

Zarestky, J. (2023). Navigating multiple approaches to qualitative research in HRD. *Human Resource Development Review*, 22(1), 126-138. <https://doi.org/10.1177/15344843221142106>

Week 2 (8/28 – 9/3) – Six Qualitative Research Designs

Coghlan, D. (2019). Chapter 1: Introducing action research. In *Doing action research in your own organization* (5th ed.) (pp. 3-18). SAGE

Creswell, J. W., & Poth, C. N. (2018). Chapter 4: Five qualitative approaches to inquiry. In *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) (pp. 65-110). SAGE.

Merriam, S. B., & Tisdell, E. J. (2016). Chapter 2: Six common qualitative research designs. In *Qualitative research: A guide to design and implementation* (4th ed.) (pp. 22-42). Jossey-Bass.

Week 2 – Optional

Kuchinke, K. P. (2023). Phenomenology and human resource development: Philosophical foundations and implications for research. *Human Resource Development Review*, 22(1), 36-58. <https://doi.org/10.1177/15344843221139352>

Week 3 (9/4 – 9/10) – Introduction and Cases 1 and 2

Cho, Y., Park, J., Han, S. J., & Ho, Y. (2019). “A woman CEO? You’d better think twice!”: Exploring career challenges of women CEOs at multinational corporations in South Korea. *Career Development International*, 24(1), 91-108. https://doi.org/10.1108/CDI-03-2018-0078_9

Creswell, J. W., & Poth, C. N. (2018). Chapter 6: Introducing and focusing the study. In *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) (pp. 127-146). SAGE.

Lundgren, H., Poell, R. F., & Kroon, B. (2019). "This is not a test": How do human resource development professionals use personality tests as tools of their professional practice? *Human Resource Development Quarterly*, 30, 175-196. <https://doi.org/10.1002/hrdq.21338>

Week 3 – Optional

Bakker, J. I. (H.) (2019). Grounded theory methodology and grounded theory method: Introduction to the special issue. *Sociological Focus*, 52(2), 91-106. <https://doi.org/10.1080/00380237.2019.1550592>

Week 4 (9/11 – 9/17) – Data Collection and Cases 3 and 4

Creswell, J. W., & Poth, C. N. (2018). Chapter 7: Data collection. In *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) (pp. 147-180). SAGE.

Hutchins, H. M., & Rainbolt, H. (2017). What triggers imposter phenomenon among academic faculty? A critical incident study exploring antecedents, coping, and development opportunities. *Human Resource Development International*, 20(3), 194-214. <https://doi.org/10.1080/13678868.2016.1248205>

Kwon, C.-k. (2023). Resistance from the margin: An autoethnographic account of academic ableism. *Human Resource Development Quarterly*. <https://doi.org/10.1002/hrdq.21498>

Week 4 – Optional

Dunwoodie, K., Macaulay, L., & Newman, A. (2023). Qualitative interviewing in the field of work and organizational psychology: Benefits, challenges and guidelines for researchers and reviewers. *Applied Psychology*, 72, 863-889. <https://doi.org/10.1111/apps.12414>

Merriam, S. B., & Tisdell, E. J. (2016). Chapter 5: Conducting effective interviews. In *Qualitative research: A guide to design and implementation* (4th ed.) (pp. 107-136). Jossey-Bass.

Week 5 (9/18 – 9/24) – Data Analysis, Cases 5 and 6, and Comparison

Creswell, J. W., & Poth, C. N. (2018). Chapter 8: Data analysis and representation. In *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) (pp. 181-223). SAGE.

Ghosh, R., & Nadkarni, S. (2022). Navigating tensions in rendering both career and psychosocial functions: An exploratory study of hybrid multiplex developmental relationships. *Human Resource Development Quarterly*, 33(1), 69–93. <https://doi.org/10.1002/hrdq.21435>

Nelson, S., & Duxbury, L. (2021). Breaking the mold: Retention strategies for generations X and Y in a prototypical accounting firm. *Human Resource Development Quarterly*, 32, 155-178. <https://doi.org/10.1002/hrdq.21414>

Week 5 – Optional

Lester, J., Cho, Y., & Lochmiller, C. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94-106. <https://doi.org/10.1177/1534484320903890>

Paulus, T. M. (2023). Using qualitative data analysis software to support digital research workflows. *Human Resource Development Review*, 22(1), 139-148. <https://doi.org/10.1177/15344843221138381>

Week 6 (9/25 – 10/1) – Validity, Reliability, and Ethics

Creswell, J. W., & Poth, C. N. (2018). Chapter 10: Standards of validation and evaluation. In *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) (pp. 253-286). SAGE.

Merriam, S. B., & Tisdell, E. J. (2016). Chapter 9: Dealing with validity, reliability, and ethics. In *Qualitative research: A guide to design and implementation* (4th ed.) (pp. 237-266). Jossey-Bass.

Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research*, 25(9), 1212-1222. <https://doi.org/10.1177/1049732315588501>

Week 6 – Optional

Anderson, V. (2017). Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 125-133. <https://doi.org/10.1002/hrdq.21282>

Berger, R. (2015). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15(2), 219-234. <https://doi.org/10.1177/1468794112468475>

Week 7 (10/2 – 10/8) – Writing a One-Page Proposal

Creswell, J. W., & Poth, C. N. (2018). Chapter 9: Writing a qualitative study. In *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) (pp. 225-251). SAGE.

Merriam, S. B., & Tisdell, E. J. (2016). Chapter 10: Writing up qualitative research. In *Qualitative research: A guide to design and implementation* (4th ed.) (pp. 267-291). Jossey-Bass.

Merriam, S. B., & Tisdell, E. J. (2016). Appendix: the methodology section of a qualitative research study. In *Qualitative research: A guide to design and implementation* (4th ed.) (pp. 293-299). Jossey-Bass.

HRD 6353 COURSE SCHEDULE¹

Meeting	Week	Topic	Reading	Assignment
Meeting 1 (8/25) - Overview	1 (8/21-8/27)	Introduction Overview What is qualitative research?	Chapter 3; Morse (2020); Van Maanen (1979)	Introduction (8/23) Discussion lead (8/23) Discussion 1: 1 answer (8/23) and 2 comments (8/26)
Meeting 2 (9/22) – Comparison of Qualitative Research Design	2 (8/28-9/3)	Six qualitative research designs	Chapter 4; Coghlan (2019); Merriam and Tisdell (2016)-Chapter 2	Discussion 2
	3 (9/4-9/10)	Introduction Case 1 (Basic qualitative research) Case 2 (Grounded theory)	Chapter 6; Cho et al. (2019); Lundren et al. (2019)	Discussion 3
	4 (9/11-9/17)	Data collection Case 3 (Phenomenology) Case 4 (Autoethnography)	Chapter 7; Hutchins and Rainbolt (2017); Kwon (2023)	Discussion 4
	5 (9/18-9/24)	Data analysis Case 5 (Case study) Case 6 (Action research) Comparison	Chapter 8; Ghosh and Nadkarni (2022); Nelson and Duxbury (2021)	Discussion 5
Meeting 3 (10/13) - Proposal	6 (9/25-10/1)	Validity, reliability, and ethics	Chapter 10; Merriam and Tisdell (2016)-Chapter 9; Morse (2015)	Discussion 6
	7 (10/2-10/8)	Writing a one-page proposal	Chapter 9; Merriam and Tisdell (2016)-Chapter 10 & Appendix	Discussion 7 One-page proposal and presentation file (10/8)
	8 (10/9-10/15)	Proposal: Presentation, peer review, and reflection		Mid-term class evaluation (10/15)

¹ All due dates and assignments are subject to change depending on the circumstances throughout the semester.

Meeting	Week	Topic	Reading	Assignment
Meeting 4 (11/3) - Method	9 (10/16-10/22)	Writing Introduction	Pollock (2021)-Chapters 5 & 6 for Quantitative and 5 & 9 for Qualitative	Introduction (10/22)
	10 (10/23-10/29)	Writing Method	Pollock (2021)-Chapter 7	Peer review 1 (10/25) Method and presentation file (10/29)
	11 (10/30-11/5)	Method: Presentation, peer review, and reflection		Peer review 2 (11/1)
Meeting 5 (12/1) – Draft Presentation	12 (11/6-11/12)	Writing Findings and Discussion	Pollock (2021)-Chapter 8	Findings and Discussion (11/12)
	13 (11/13-11/19)	Writing a draft paper		Peer review 3 (11/15)
	14 (11/20-11/26)	Thanksgiving Week		
	15 (11/27-12/3)	Draft Presentation (12/1) Final Submission Reflection		Draft paper and presentation file (11/27) Peer review 4 (11/29) Final paper (12/3) Reflection paper (12/3) Course Evaluation

APPENDIX 1: Weekly Discussion Postings

Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meet two deadlines (Wed & Sat)	All required posts (an answer and two comments) were submitted by the two deadlines	Not all posts were submitted after the deadline	All posts were submitted after the deadline or were not submitted
Cite required readings to answer the week's discussion question	All required readings were cited to answer the week's discussion question	Not all required readings were cited	No required readings were cited
Write in a compact and pointed way and follow the APA formatting guidelines (7 th ed.)	All posts followed the APA style and were written within a short paragraph in a compact and pointed manner	All posts did not follow the APA or were not written within a short paragraph in a compact and pointed manner	All posts did not follow the APA style and were not written within a short paragraph in a compact and pointed manner or 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 (problem statement & theoretical background), method, and discussion (implications for HRD research and practice), and references	One or two of the key elements is/are missing: title, purpose (one sentence), introduction (problem statement & theoretical background), method, and discussion (implications for HRD research and practice), and references	Two or more of the key elements are missing: title, purpose (one sentence), introduction (problem statement & theoretical background), method, and discussion (implications for HRD research and practice), and references
Being Thorough	The proposal is thorough as it gives an excellent idea about the qualitative research process	The proposal is mostly thorough. It gives a good idea about the qualitative research process but needs more detail to be thorough	The proposal is not thorough since it doesn't give an idea about the qualitative research process and 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 assignment requirement	The proposal is more than one page, violating the assignment requirement
Revision	No revision is required after the first submission of the proposal	One revision is required after the first submission of the proposal	More than one revision is required after the first submission of the proposal
Writing	The proposal is written in a compact and pointed manner following the correct APA (7 th ed.) formatting guidelines	The proposal is mostly written in a compact and pointed manner, includes a few typos, and doesn't follow the correct APA (7 th ed.) formatting guidelines	The proposal is not written in a compact and pointed way, includes several typos, and doesn't follow the correct APA (7 th ed.) formatting guidelines

APPENDIX 3: One-Page Proposal Sample

Employee Motivation for High-Performance in a Public Health Organization (Radie, 2023)

Purpose: The purpose of this experimental study is to test the self-determination theory (SDT) by examining the relationship between a motivational intervention and employee motivation for high performance while controlling for employees' prior experience in a public health (PH) organization.

Introduction: Based on my work experience, it seems that employees lack the skills and knowledge to perform their work effectively without constant micro-management, leading to decreased productivity and increased supervisor burden. Despite training efforts, employees struggle to take ownership and demonstrate the necessary drive to complete tasks efficiently. This study aims at enhancing employee motivation for high performance, as existing efforts have failed. By addressing this research gap, this study aims to contribute to actionable insights that may improve organizational productivity and efficiency within the unique context of PH organizations.

Literature Review: The literature on employee motivation highlights the significance of intrinsic motivation, job satisfaction, and autonomy in fostering high-performance outcomes (Deci & Ryan, 2000; Hackman & Oldham, 1976). Previous studies have identified various theories, such as the SDT and Job Characteristics Model (Hackman & Oldham, 1976), emphasizing the importance of internal motivation and meaningful work experiences (Deci & Ryan, 2000). Research has also shown that interventions focusing on enhancing intrinsic motivation, such as goal setting, feedback, and recognition, can positively impact employee performance (Vallerand & Bissonnette, 1992). However, there is a research gap in exploring the effectiveness of motivational interventions to increase employee motivation and self-driven high performance, within the context of PH organizations.

Method: This study employs a quantitative experimental design to examine the impact of a motivational intervention on high-performance employee motivation. I will select participants using random sampling from a PH organization, targeting employees from different departments and levels of experience. I will collect data through pre- and post-intervention surveys, assessing employee motivation levels and perceptions of job satisfaction. I will record performance metrics, such as task completion time and quality, to measure high-performance outcomes. Lastly, I will analyze the collected data using appropriate statistical techniques, including t-tests and regression analysis, to determine the effectiveness of the motivational intervention in increasing employee motivation and driving high performance.

Implications for HRD Research and Practice: This study contributes to HRD research by an improved understanding of enhancing employee motivation and self-driven high performance in PH organizations. By investigating the impact of a motivational intervention in a PH organization, the study findings may provide insights into practical strategies that HRD professionals can employ to enhance employee motivation, reduce the need for micro-management, and promote self-driven high performance.

References

- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
https://doi.org/10.1207/s15327965pli1104_01
- Hackman, J., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250–279.
[https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
- Vallerand, R. J., & Bissonnette, R. (1992). Intrinsic, extrinsic, and amotivational styles as predictors of behavior: A prospective study. *Journal of Personality*, 60(3), 599–620.
<https://doi.org/10.1111/j.1467-6494.1992.tb00922.x>

APPENDIX 4
Final 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 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.
Selection of a Qualitative Research Design – <i>Did you select the most appropriate qualitative research design?</i>	The paper provides a very clear rationale for the selection of a qualitative research design.	The paper provides a somewhat clear rationale for the selection of a qualitative research design.	The paper does not provide a clear rationale for the selection of a qualitative research design.	The paper is not submitted or does not provide a rationale for the selection of a qualitative research design.
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.