

HRD 6312 Contemporary Issues in HRD Literature (20564)

Spring 2024

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

Instructor (Office): Dr. Yonjoo Cho, Professor (COB 315.21)
Class Time: 1/16 – 4/27 (Spring Break: Week of 3/11)
In-Person Meetings: 1/19, 2/9, 3/8, 4/5, & 4/26 (Fri), 3:00pm – 7:00pm CT
Classroom: COB 212
Office Hours: TBA for individual clinic
Communication: Canvas, Zoom, email (ycho@uttyler.edu), and by telephone (903-566-7260)
Zoom: <https://uttyler.zoom.us/my/yjcho>
Course Access: <https://uttyler.instructure.com/courses/39452>

COURSE DESCRIPTION

Literature review is a distinctive research type that generates new knowledge about the topic and is a key element of a research process from which research questions and theoretical frameworks are generated. Literature review is particularly important for doctoral students who may have to set the stage through critical analysis of extant literature on a topic of choice before conducting an empirical study for their dissertation. In this course, doctoral students learn the essential elements of literature review by working through a review process including introduction (problem statement), method (a search process and selection criteria), and findings and discussion (synthesis and implications for research and practice). The learning outcome is a double-spaced 15-page literature review article on a research topic related to contemporary issues in the HRD literature.

According to the American Psychological Association¹ (APA) (2020, p. 8):

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

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

COURSE OBJECTIVES

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

- Understand literature review as a distinctive research type
- Define what literature review is and what role it encompasses in the process of research
- Critically analyze diverse review cases before choosing your own review study

¹ American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association.

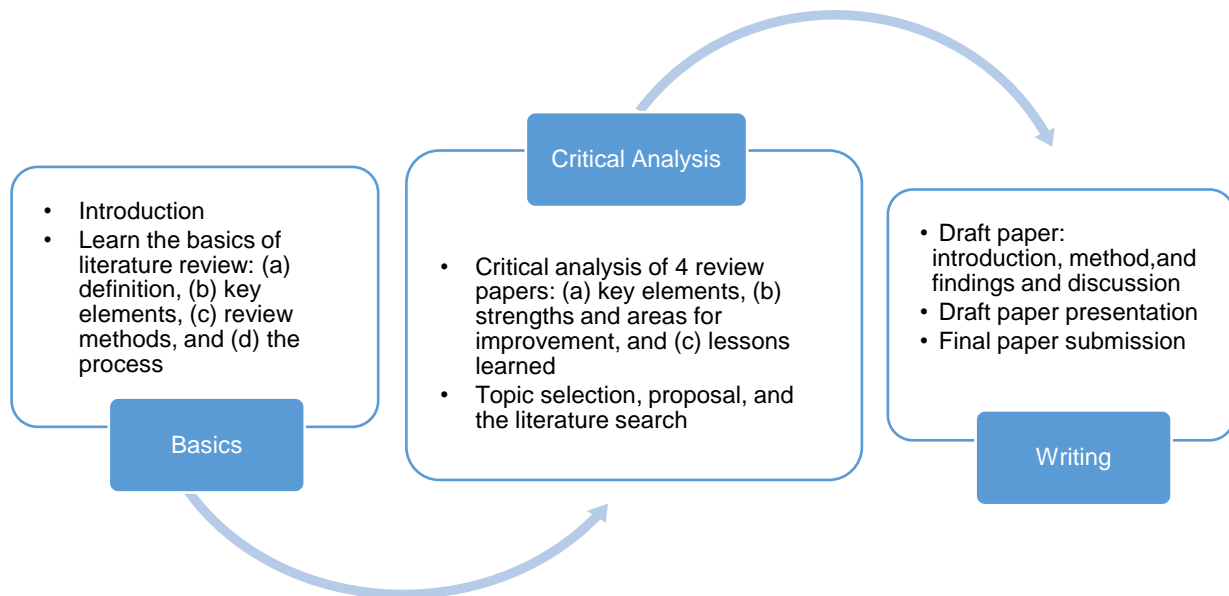
- Develop skills in literature search, selection, analysis, and synthesis
- Choose appropriate literature review methods that fit research questions and contexts
- Write a review paper on an HRD topic based on knowledge and skills learned in class
- Peer-review other students' writings to build up review skills
- Reflect on the process of writing a literature review paper and class activities

COURSE OUTLINE

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

Figure 1

Literature Review Process



In this course, the following topics will be covered:

- Literature Review: Basics
- Critical Analysis of 4 Review Papers
- Synthesis: Writing
- Reflection: Lessons learned from class activities and the review paper writing process at the end

CLASS FORMAT: HYBRID LEARNING

This course is designed as a hybrid format combining in-person and Canvas learning. Doctoral students are required to attend all five scheduled in-person classroom sessions as designated in CB 212. To act professionally, don't be late for the class as I begin the class on time.

READ ME FIRST (Canvas Modules)

Begin each week with reading the Read Me First (Canvas Modules) that will be posted by **Sunday at 9:00am CST**. I will guide you to the content and things to do in the following week.

WORK IN PAIRS

This course is heavily writing-centered, which may be challenging to you in the second semester, and thus I recommend you work in pairs when writing a review paper. To that end, identify your writing partner based on similar research interests and proximity by the first in-person meeting (1/19). Working in pairs will be best if you want to proceed as scheduled and to improve the quality of your writing in this course. This is **recommended** and not mandatory.

FEEDBACK-BASED

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

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

- If you want to have an individual clinic, sign up for a 15 min or 30 min during office hours (TBA).
- If your message is urgent, send me an email via ycho@uttyler.edu.

INSTRUCTOR EXPECTATIONS

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

I know that the second semester for doctoral students is the most challenging as you are required to take an advanced statistics course as well as this class with an emphasis on writing. To achieve this goal in this challenging semester, get fully prepared and be willing to learn required competencies such as analysis and synthesis of the literature and APA writing style (2020). Based on my teaching for the past 15 years in the United States, and before that in South Korea, I must say with confidence that the most critical success factor for student learning is communication, communication, and communication, which requires a lot of leg work from the doctoral student end! 😊

ASSIGNMENTS AND DUE DATES

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

No	Topic	Point (%)	Due
1	Weekly Discussion Postings (10 weeks x 20 pts)	200 (33)	1 Answer by Wed 2 Comments by Sat
2	Literature Review Paper	Topic Selection (10)	2/18
		One-Page Proposal (20) & Presentation (10)	3/3
		Introduction (30)	3/24
		Method (40) & Presentation (10)	3/31
		Findings & Discussion (50)	4/14
		Draft Paper (40) & Presentation (20)	4/21
		Draft Paper Presentation	4/26
		Final Paper (30)	5/4 (Sat)
3	Class Participation	Introduce Yourself (10)	1/17 (Wed)
		Discussion Lead (20)	(Your choice)
		One-Page Comparison: 4 Cases (30)	2/11
		Pollock (2021): One-Page Review (20)	3/17
		Mid-term class evaluation (10)	3/10
		Peer Review of 4 Writings (10x4)	3/27, 4/3, 4/17 & 4/24
4	Reflection Paper	20 (3)	5/4 (Sat)
Total:		610 (100)	

WEEKLY DISCUSSION POSTINGS (200 pts)

Weekly postings help you get well-prepared for writing a review paper. Each week, I will post a discussion question on Canvas Discussion, and a discussion leader 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 is the role of literature review in a research process, and why is it important?

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

To lead a discussion, choose a week and write down your choice on a [Google Doc](#) (due: 1/17) Discussion lead 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 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. I will provide 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).

LITERATURE REVIEW PAPER (260 pts)

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

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

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

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

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

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

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

Review Paper (double-spaced): After working through a review process and writing sections of the review paper as directed, write a double-spaced, 15-page review paper, following the APA (2020), including:

- Cover page: Title, your name and affiliation, the course title, the instructor’s name, and the submission date
- Introduction: State the purpose of the review paper in a succinct way, provide a rationale for why you chose an HRD topic, present a theoretical background of this review paper, and how this review study will contribute to HRD.
- Method: Provide a detailed process of the review study by following Callahan’s (2014) Six W’s. The more detailed and transparent, the higher credibility you can ensure.
- Findings: Present the study findings in the form of three to five themes.
- Discussion: Discuss the significance of the study findings, implications for HRD research and practice, and study limitations.
- Conclusion: Briefly summarize the reviews study you conducted and provide concluding remarks in a compact and pointed way.
- References: List articles reviewed. Avoid adding more than a couple of Internet sources due to their lack of credibility.

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

CLASS PARTICIPATION ACTIVITIES (130 pts)

Actively participate in class activities including: (a) personal introduction, (b) discussion lead, (b) one-page comparison of four cases, (d) one-page review of Pollock (2021), (e) mid-term class evaluation, and (e) peer-review of four writings.

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

Pollock (2021) provides useful suggestions on good academic writing. The purpose of the **review of Pollock (2021)** is to help you to be well-prepared for writing a review paper.

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

Reflection Paper (20 pts)

Write a (single-spaced, 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. To that end, title the reflection paper to aptly sum up your learning experience in a nutshell.

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 class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. Excused absences for religious holy days or active military service are 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. Report an emergent situation to the department chair and me **in advance**.

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

As a doctoral student, 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.

I strongly recommend that you buy the APA manual so that you can review it whenever needed. Take a closer look at the APA (ppt file) 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](#)).

If you become a student member in the Academy of Human Resource Development ([AHRD](#)), you can easily access all four AHRD-sponsored journals ([ADHR](#), [HRDI](#), [HRDQ](#), and [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’s Muntz Library Sarah Norrell (snorrell@uttyler.edu) is great resource for you to help you search HRD publications and to conduct a literature review on an HRD topic.

TEXTBOOK: No textbook is required.

Highly Recommended:

- Cahn, S. M. (2008). *From student to scholar: A candid guide to becoming a professor*. Columbia University.
- Pollock, T. G. (2021). *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes*. Edward Elgar Publishing.

FOUR REVIEW CASES

Scoping Review - Case 1

Han, S. J., & Stieha, V. (2020). Growth mindsets for human resource development: A scoping review of the literature with recommended interventions. *Human Resource Development Review*, 19(3), 309-331. <https://doi.org/10.1177/1534484320939739>

Integrative Review - Case 2

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

Systematic Reviews: Qualitative - Case 3

Cho, Y., & Egan, T. (2023). The changing landscape of action learning research and practice. *Human Resource Development International*, 26(4), 378-404. <https://doi.org/10.1080/13678868.2022.2124584>

Systematic Reviews: Quantitative (Meta-Analysis) - Case 4

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

REQUIRED READINGS

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

Week 1 (1/16 - 1/21) - Introduction [Meeting 1]

- Callahan, J. L. (2014). Writing literature reviews: A reprise and update. *Human Resource Development Review*, 13(3), 271–275. <https://doi.org/10.1177/1534484314536705>
- Torraco, R. J. (2016). Writing integrative literature reviews: Using the past and present to explore the future. *Human Resource Development Review*, 15(4), 404–428. <https://doi.org/10.1177/1534484316671606>

Week 1 – Optional

- Bell, E., Bryman, A., & Harley, B. (2019). Chapter 1: The nature and process of business research. In *Business research methods* (5th ed.) (pp. 3-16). Oxford University Press.
- Reio, T. G. Jr. (2021). The ten research questions: An analytic tool for critiquing empirical studies and teaching research rigor. *Human Resource Development Review*, 20(3), 374-390. <https://doi.org/10.1177/15344843211025182>

Week 2 (1/22 - 1/28) – Scoping and Integrative Literature Reviews: Cases 1 & 2

Han, S. J., & Stieha, V. (2020). Growth mindsets for human resource development: A scoping review of the literature with recommended interventions. *Human Resource Development Review*, 19(3), 309-331. <https://doi.org/10.1177/1534484320939739>

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

Week 2 – Optional

Rumrill, P. D., Fitzgeralds, S. M., & Merchant, W. R. (2010). Using scoping literature reviews as a means of understanding and interpreting existing literature. *Work*, 35, 399-404. <https://doi.org/10.3233/WOR-2010-0998>

Week 3 (1/29 – 2/4) – Systematic Literature Reviews (Qualitative & Meta-Analysis): Cases 3 & 4

Cho, Y., & Egan, T. (2023). The changing landscape of action learning research and practice. *Human Resource Development International*, 26(4), 378-404. <https://doi.org/10.1080/13678868.2022.2124584>

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

Week 3 – Optional

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

Cheung, M.-L., & Vijayakumar, R. (2016). A guide to conducting a meta-analysis. *Neuropsychology Review*, 26, 121-128. <https://doi.org/10.1007/s11065-016-9319-z>

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

Week 4 (2/5 – 2/11) – Comparison of Four Reviews [Meeting 2]

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

Week 5 (2/12 – 2/18) – Topic Selection

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

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

Week 6 (2/19 – 2/25) - The 2024 AHRD Conference in Arlington, VA (no class)

Week 7 (2/26 – 3/3) – Proposal

- Bell, E., Bryman, A., & Harley, B. (2019). Chapter 4: Planning a research project and developing research questions. In *Business research methods* (5th ed.) (pp. 75-88). Oxford University Press.
- Parmigiani, A., & King, E. (2019). Successfully proposing and composing review papers. *Journal of Management*, 45(8), 3083-3090. <https://doi.org/10.1177/0149206319874875>

Week 8 (3/4 – 3/10) – Proposal Presentation, Manuscript Review, & Publication Ethics [Meeting 3]

- Cho, Y., & Werner, J. (2024). Publication ethics in HRD. In D. Russ-Eft & A. Alizadeh (Eds.), *Ethics in HRD*. Palgrave Macmillan.
- Wang, J. (2018). Making a difference through quality manuscript review. *Human Resource Development Review*, 17(4), 339-348. <https://doi.org/10.1177/1534484318809724>

Week 8 – Optional

- Russ-Eft, D. (2018). Second time around: AHRD Standards and Ethics and Integrity. *Human Resource Development Review*, 17(2), 123-127. <https://doi.org/10.1177/1534484318772123>
- Werner, J. M. (2022). Academic integrity and human resource development: Being and doing. *Human Resource Development Review*, 21(2), 249-257. <https://doi.org/10.1177/15344843221078505>

Week 9 (3/11 – 3/17) – Spring Break (no class)

Week 10 (3/18 – 3/24) - Writing Introduction

- Grant, A. M., & Pollock, T. G. (2011). Publishing in *AMJ* – Part 3: Setting the hook. *Academy of Management Journal*, 54(5), 873-879. <https://doi.org/10.5465/amj.2011.4000>
- Ragins, B. R. (2012). Reflections on the craft of clear writing. *Academy of Management Review*, 37(4), 493-501. <https://doi.org/10.5465/amr.2012.0165>

Week 11 (3/25 – 3/31) – Writing Method

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

Week 11 - Optional

- Pollock, T. G. (2021). Chapter 7: Methods and results. In *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes* (pp. 76-89). Edward Elgar Publishing.

Week 12 (4/1-4/7) – Method Presentation and Discussion [Meeting 4]

Week 13 (4/8-4/14) – Writing Findings and Discussion

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

Week 13 – Optional

- Pollock, T. G. (2021). Chapter 8: Discussion section. In *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes* (pp. 90-97). Edward Elgar Publishing.

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

Meeting	Week	Topic	Reading	Assignment
Meeting 1 (1/19) – Introduction	1 (1/16-1/21)	Introduction Literature Review	Callahan (2014); Torraco (2016)	Introduce yourself (1/17) Discussion 1 (Wed & Sat) Writing partner selection (1/19)
Meeting 2 (2/9) – Comparison	2 (1/22-1/28)	Scoping and Integrative Literature Review: Cases 1 & 2	Han et al. (2020); Rose et al. (2015)	Discussion 2
	3 (1/29–2/4)	Systematic Reviews: Cases 3 & 4	Cho & Egan (2022); Kotera et al. (2019)	Discussion 3
	4 (2/5–2/11)	Comparison of 4 Reviews	Cho (2022)	Discussion 4 One-page comparison (2/11)
Meeting 3 (3/8) – Proposal	5 (2/12–2/18)	Topic Selection	Colquitt & George (2011); Jones & Bartunek (2021)	Discussion 5 Topic selection (2/18)
	6 (2/19–2/25)	2024 AHRD Conference in Arlington, VA		
	7 (2/26-3/3)	One-Page Proposal	Bell et al. (2019); Parmigiani & King (2019)	Discussion 7 One-page proposal & presentation (3/3)
	8 (3/4-3/10)	Proposal Presentation, Manuscript Review, & Publication Ethics	Cho & Werner (2014); Wang (2018)	Discussion 8 Mid-term evaluation (3/10)
Meeting 4 (4/5) - Method	9 (3/11-3/17)	Spring Break (no class)		
	10 (3/18-3/24)	Writing Introduction	Grant & Pollock (2011); Ragins (2012)	Discussion 10 Introduction (3/24)
	11 (3/25-3/31)	Writing Method	Callahan (2014)	Peer review 1 (3/27) Discussion 11 Method & presentation (3/31)
	12 (4/1–4/7)	Method: Presentation and Discussion		Peer review 2 (4/3)
Meeting 5 (4/26) – Draft Paper Presentation	13 (4/8–4/14)	Writing: Findings & Discussion	Geketkanycz & Tepper (2012)	Discussion 13 Findings & Discussion (4/14)
	14 (4/15-4/21)	Writing: Draft Paper		Peer review 3 (4/17) Draft paper & presentation (4/21)
	15 (4/22–4/28)	Draft Paper Presentation (4/26)		Peer review 4 (4/24)
Reflection	16 (4/29–5/5)	Final Paper Submission Reflection		Final paper (5/4) Reflection paper (5/4) 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 in the week's answer	All required readings were cited in the week's answer to the discussion question	Not all required readings were cited	No required readings were cited
Write in a compact and pointed way, following the APA (7 th ed.)	All posts were written within a short paragraph in a compact and pointed manner, following the APA (2020)	All posts were not written within a short paragraph in a compact and pointed manner, following the APA (2020)	All posts were not written within a short paragraph in a compact and pointed manner, following the APA (2020) 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, method, discussion (implications for research and practice), and references	One or two of the key elements is/are missing	Two or more of the key elements are missing
Being Thorough	The proposal is thorough. It gives an excellent idea about the final review paper	The proposal is mostly thorough. It gives a good idea about the final review paper, but needs more detail	The proposal is not thorough. It does not give an idea about the final review paper. Needs much more detail
Page Limit	The proposal is written in one page as required	The proposal is slightly longer than one page, violating the requirement	The proposal is more than one page, violating the requirement
Revision	No revision is required after the initial submission of the proposal	One revision is required after the initial submission of the proposal	More than one revision is required after the initial submission of the proposal
Writing	Writing is pointed and free of typos, and follows the APA (7 th ed.)	Writing is mostly pointed, includes a few typos, and does not follow the APA (7 th ed.)	Writing is not pointed, includes several typos, and does not follow the APA (7 th ed.)

APPENDIX 3 One-Page Proposal Sample

HRD 6312 – Contemporary Issues in the HRD Literature

Bisola Adepoju

Reverse Mentoring for Intergenerational Workplace Learning Transfer: A Literature Review

Research Purpose: The purpose of this study is to review the literature on reverse mentoring (RM) for Intergenerational Workplace Learning Transfer.

Introduction: Mentoring is usually between a mentor who acts as the benefactor of the learning and knowledge exchange process and a mentee or a protégé who receives the learning transfer (Egan, 2005). While mentoring is a heavily researched topic in HRD, reverse mentoring has not received so much attention. Hence, the need for HRD scholars to address this paucity and begin examining reverse mentoring and its importance for learning exchange and organizational development, especially for those interested in generational research.

Meanwhile, today's work environment is characterized by rapid system change with many expectations and tensions arising among workforce generations due to differences in individuals' work behavior and the use of new technologies (Bencsik & Machova, 2016). Studies have thus found reverse mentoring as a potential intergenerational knowledge-sharing tool (Gadomska-Lila, 2020) needed to reduce or eliminate these differences. Therefore, as social exchange relationship supports, organizations need to understand, design, and implement reverse mentoring intervention to aid the exchange of ideas, knowledge, and skills across multiple workforce generations and promote workplace efficiency.

Method: As Callahan (2014) indicated, this study will conduct an in-depth review of existing literature on reverse mentoring in an integrated way by tracing the literature back to its original root, mentoring. The review begins with a extensive literature review on RM across multiple generations using google scholar, PubMed, DOAJ, ABI/Inform, and EBSCO databases with an extensive search of five HRD journals, including *ADHR*, *HRDI*, *HRDQ*, *HRDR*, and *EJTD*. The plan is to screen the title and abstract section of journals to identify studies relevant to RM and exclude the literature that is nonrelated. Eligible articles must be peer-reviewed journals conducted between 2001 and 2021, using a combination of keywords: reverse mentoring, mentoring, intergenerational, learning transfer, and human resource development.

Discussion: Implications for HRD practice and research is that HRD professionals can understand organizational learning needs, thus creating a more favorable learning environment that supports older employees in upgrading their skills while advancing the career and intergenerational sensibility skills of young potential employees for future leadership roles (Kaše et al., 2019).

References

- Bencsik, A., & Machova, R. (2016). *Knowledge sharing problems from the viewpoint of intergeneration management*. Presented at the 2016 International Conference on Management, Leadership & Governance.
- Callahan, J. L. (2014). Writing literature reviews: A reprise and update. *Human Resource Development Review*, 13(3), 271–275. <https://doi.org/10.1177/153448431453670>
- Egan, T. (2005). The impact of learning goal orientation similarity on formal mentoring relationship outcomes. *Advances in Developing Human Resources*, 7(4), 489-504. <https://doi.org/10.1177/1523422305279679>
- Gadomska-Lila, K. (2020). Effectiveness of reverse mentoring in creating intergenerational relationships. *Journal of Organizational Change Management*, 33(7), 1313-1328. <https://doi.org/10.1108/JOCM-10-2019-0326>
- Kaše, R., Saksida, T., & Mihelič, K. K. (2019). Skill development in reverse mentoring: Motivational processes of mentors and learners. *Human Resource Management*, 58(1), 57–69. <https://doi.org/10.1002/hrm.21932>

APPENDIX 4
Review Paper Rubric

Criteria	Rating			
	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Elements - <i>Did you include all key elements of the review paper?</i>	The review paper includes all the key elements: cover page (title), abstract (keywords), introduction, method, findings, discussion and conclusion, and references.	The review paper includes all but one or two of the required elements as listed.	The review paper includes all but two or more of the required elements as listed.	The review paper is not submitted, or it does not include many of the required elements as listed.
Extensive Literature Search – <i>Did you extensively search the literature?</i>	The paper clearly shows an extensive literature search on an HRD topic of interest.	For the most part, the paper shows an extensive literature search on an HRD topic of interest.	The paper shows an extensive literature search on an HRD topic of interest, though not sufficient.	The paper is not submitted or does not show an extensive literature search on an HRD topic of interest.
Relevance to HRD - <i>Is the review paper relevant to HRD?</i>	The paper is grounded in HRD. Writing demonstrates an understanding of the HRD literature.	For the most part, the paper is grounded in HRD. Writing mostly demonstrates an understanding of the HRD literature.	The paper is rarely grounded in HRD. Writing partially demonstrates an understanding of the HRD literature.	The paper is not grounded in HRD. Writing does not demonstrate an understanding of the HRD literature, or the paper is not submitted.
Organization and Logical Flow - <i>Is the review paper well-organized with a logical flow?</i>	The paper is well-organized, and ideas flow logically.	The paper is adequately organized, and ideas are arranged reasonably.	The paper is somewhat organized, and ideas do not flow well.	The paper lacks logical organization. Or the paper is not submitted.
Clarity - <i>Is the review paper written in ways that HRD professionals can easily understand?</i>	The paper is well written 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 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 Detail - <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 guidelines in text and references, or the paper is not submitted.