HRD 6312 Contemporary Issues in the HRD Literature (20302)

Spring 2022

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

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Instructor (Office):	Dr. Yonjoo Cho, Associate Professor (COB 315.21)
Class Time:	January 10 – April 30 (Spring Break: Week of Mar 7 – no class)
In-Person Meetings:	Jan 15, Feb 5, Mar 5, Apr 2, & Apr 23 (Sat) at 8:00am to noon CST
Class Location:	COB 103
Office Hours:	Tue & Thu at 4:00pm – 5:00pm CST (Other times by appointment)
Communication:	Canvas, email (ycho@uttyler.edu), and by telephone (903-566-7260)
Zoom:	https://uttyler/zoom.us/my/yjcho
Course Access:	https://uttyler.instructure.com/courses/29353

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COURSE DESCRIPTION

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

According to the American Psychological Association (APA) (2020, p. 8)[1], *literature review articles* provide narrative summaries and evaluations of the findings or theories within a literature base. The literature base may include qualitative, quantitative, and/or mixed methods research. Literature reviews capture trends in the literature; they do not engage in a systematic quantitative or qualitative meta-analysis of the findings from the initial studies. In literature review articles, authors should:

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

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

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

COURSE OBJECTIVES

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

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

COURSE OUTLINE

Doctoral students will learn the literature review process (see Figure 1):

Figure 1
Literature Review Process
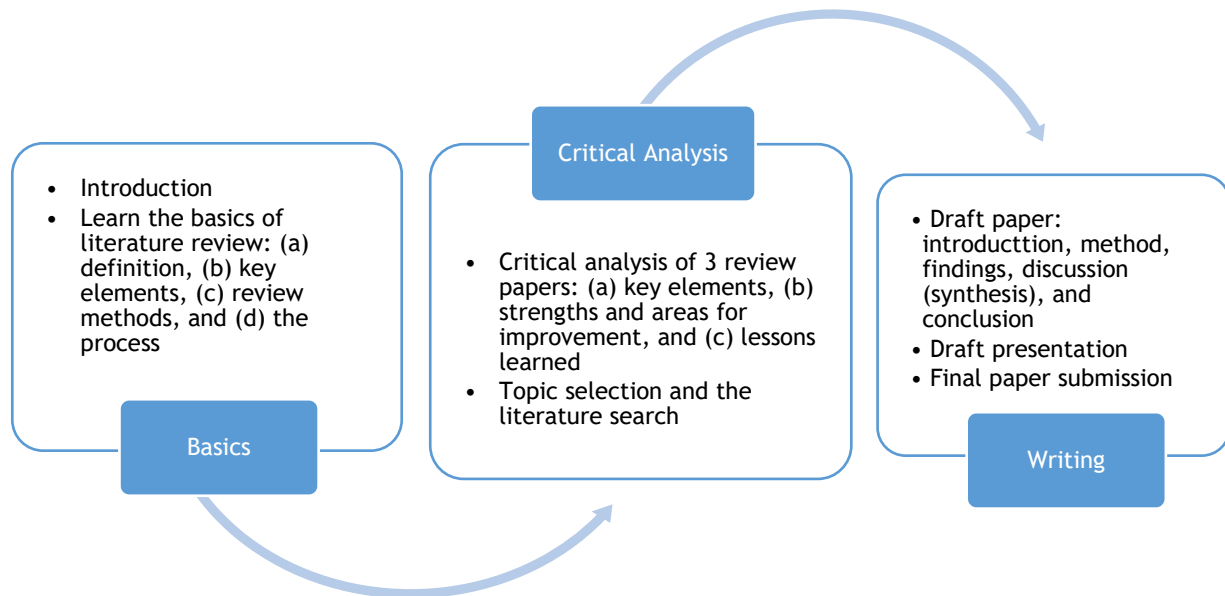
In this course, the following topics will be covered:

- Literature Review: Basics
- Critical Analysis of 3 Review Papers
- Synthesis: Writing
- Reflection: Doctoral students are required to write a reflection paper summarizing 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 **scheduled classroom sessions**:

- Meeting 1: January 15 (Sat)
- Meeting 2: February 5 (Sat)
- Meeting 3: March 5 (Sat)
- Meeting 4: April 2 (Sat)
- Meeting 5: Apr 23 (Sat) at 8:00am to noon CST in COB 103

READ ME FIRST (Canvas Modules)

Begin each week with reading the Read Me First (Canvas Modules) that will be posted by Saturday at 8:00am CST. In Read Me First pages, I will guide you to the content and things to do in the following week. Recorded mini lectures on postings, the literature review process, and review paper writing will be embedded in Read Me First pages.

WORK IN PAIRS

This course is heavily writing-focused and thus recommends you **work in pairs** when writing a review paper. To that end, find your writing partner based on similar research interests and proximity by the end of the first week (1/16). Read other students' introductions carefully, and actively participate in an icebreaker exercise in the first in-person meeting. Working in pairs will be best if you want to proceed as scheduled and to improve the quality of your writing in this course.

FEEDBACK-BASED

Research shows that student learning is limited without the instructor's feedback, so this course is based on my constant, detailed feedback provided throughout the semester. In the process, you will learn how to meet assignment requirements as directed and improve writing as doctoral students using the APA formatting guidelines required in HRD.

To meet the needs of most doctoral students who are working professionals with limited time, I am going to give you one more opportunity to improve your assignment after receiving my first grade, if that is what you want.

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

- Take advantage of my regular office hours on Tue and Thu between 4pm and 5pm CST via Zoom. If you want to block out a time slot for a meeting, please let me know in advance.
- I don't mind meeting at night, if that is preferrable to you.
- If your message is urgent, send me an email via ycho@uttyler.edu.
- If you need technical support, please contact the Help on Canvas.

INSTRUCTOR EXPECTATIONS

This course is based on two-way communication between the instructor and students. I expect you to aim at achieving learning goals that meet quality standards at the doctoral degree level. It is YOU who should take responsibility for achieving the learning goals and completing all assignments and class activities within the due dates. In each step of the process, I will be there to provide you with prompt, constant, and detailed feedback. If assignment guidelines are unclear to you, ask for clarification. If you do not understand my evaluation comments, which happens sometimes, ask for extra feedback until it makes sense. In this hands-on course as you are required to write a literature review paper, I hope it will clearly set the right expectations for what to do and what not to do in the completion of the review paper. The bottom line to you is to learn as intended so that you will become an informed beginning researcher who is ready to write the literature review chapter in your dissertation. To achieve this goal, please be willing to learn required competencies such as analysis and synthesis of the literature and APA writing style. Based on my teaching for the past 13 years in the United States, I can say with confidence that the most critical success factor for student learning is communication, communication, and communication!

ASSIGNMENTS AND DUE DATES

Students are required to complete four assignments: weekly discussion postings, a literature review paper, class participation activities, and a reflection paper. Please submit **most** assignments by **Sunday at 11:59 pm CST**.

No	Topic		Point (%)	Due
1	Weekly Discussion Postings (10 weeks x 10 pts)		100 (22)	1Answer by Wed 2 Comments by Sun
2	Literature Review Paper	Topic Selection (10)	230 (51)	2/13
		One-Page Proposal (20) & Presentation (10)		2/20 (Sun) & 2/27 (Sun)
		Introduction (30)		3/20
		Method (30) & Presentation (10)		3/27 (Sun) & 3/30 (Wed)
		Findings & Discussion (40)		4/10
		Draft Paper (40) & Presentation (10)		4/17 (Sun) & 4/20 (Wed)
		Final Paper (30)		4/27 (Wed)
3	Class Participation	Introduce Yourself (10)	100 (22)	1/12 (Wed)
		Discussion Lead (20)		(your choice)
		One-Page Comparison: 3 Cases (20)		2/6 (Sun)
		Mid-term class evaluation (10)		3/2 (Wed)
		Peer Review of 4 Writings (10x4)		3/23, 3/30, 4/13 & 4/20
4	Reflection Paper		20 (5)	4/30
	Total:		450 (100)	

Weekly Discussion Postings (100 pts)

I will post weekly discussion questions on Canvas Discussion, and a discussion leader will lead the week's discussion. Post one **compact and pointed answer within a short paragraph** to a week's discussion question by the end of **Wednesday** and two comments on other students' answers by the end of **Sunday.** This assignment is worth 10 points each week: 6 points for an answer and 4 points for two comments.

Choose a week to play a discussion lead role and write down your choice on **Google Docs**. **Discussion lead** is an excellent opportunity to manage a week's discussion so that you learn how to deepen your knowledge on the week's topic and to ask probing questions to engage students in in-depth discussion. To that end:

- Read all required and optional readings.
- Read all your discussion group members' postings.
- Respond to interesting postings and ask probing questions for in-depth discussion.
- To earn the full 10 points, you must be present throughout the week between Wed and Sun.

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

Literature Review Paper (230 pts)

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

To complete this assignment, choose an HRD topic of interest, write a one-page proposal in which students are expected to add key elements of literature review**,** write and present a draft paper, and submit a final paper. To that end, work through the following steps:

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

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

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

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

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

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

Why should you write a double-spaced paper? To follow the APA writing style. **The review paper will be evaluated for criteria** including: (a) inclusion of all key elements, (b) extensive literature search, (c) relevance to HRD, (d) organization and logical flow, (e) clarity, and (f) attention to detail (APA 7th ed.) (see **Appendix 3 for the review paper rubric**).

Class Participation (100 pts)

Actively participate in class activities including: (a) discussion lead, (b) one-page comparison of 3 cases, (d) mid-term class evaluation, and (e) peer-review of 4 writings.

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

The purpose of the **peer-review** of 4 writings (proposal, introduction, method, findings and discussion, and draft paper) is to give doctoral students an opportunity to see other students' writing samples and provide their feedback on the content and technical aspects of those writings. Each peer review is due by **Wed** in the following week of the submission of 5 writings.

Reflection Paper (20 pts)

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

FINAL GRADES

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

GRADING GUIDELINES

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

COURSE POLICIES

Class Meeting Attendance
Attending all five class sessions demonstrates the student's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. The instructor recognizes that students may have special issues and responsibilities that may impact physical attendance. If physical absences occur, the student is responsible for contacting the instructor in advance so that adjustments can be made to the instructional activities planned for a specific session. With approval from the instructor and the department chair, the student may participate virtually. The instructor may provide limited access to the class through Zoom. However, it is the student's responsibility to arrange with an in-class peer to provide virtual access to the class to ensure the quality of classroom learning. The student 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 matters that prohibit the student from traveling due to COVID restrictions may affect the final course grade. Excused absences for religious holidays or active military services are also permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

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

Academic Dishonesty Statement
The instructor expects from doctoral students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Plagiarism will not be tolerated, and students should be aware that all written course assignments will be checked by Plagiarism detection software. Violations of academic integrity will be reported and processed according to the guidelines established by the University.

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

UNIVERSITY POLICIES
Information is available on the Canvas Syllabus.

IMPORTANT COVID-19 INFORMATION

Students are required to wear face masks covering their nose and mouth and follow social distancing guidelines at all times in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices as 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, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. 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.

Recording of Class Sessions
Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

SOULES COLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. To accomplish these goals, both students and faculty of the Soules College of Business at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage, and misuse.
- Conduct yourself in a professional manner both on and off campus.

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

RESOURCES

Contacts

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

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

HRD Journals

Five representative HRD journals include: *Advances in Human Resource Development* (*ADHR*), *European Journal of Training and Development* (*EJTD*), *Human Resource Development International* (*HRDI*), *Human Resource Development Quarterly* (*HRDQ*), and *Human Resource Development Review* (*HRDR*).

APA Formatting Guidelines[2]

You are required to follow the APA style in all writing assignments as it is required in the UT Tyler HRD Ph.D. degree program. Take a closer look at the APA (ppt file) on Canvas and also see how I referenced publications in this syllabus as well. Find more information on APA at: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

HRD Masterclass Podcast Series (hrdmasterclass.com)

The Academy of Human Resource Development (AHRD), which is the premier organization in HRD, has recently created two podcast series that explore the fundamentals and different aspects of HRD. Each episode includes a one-on-one interview with a guest, as well as a group discussion where two to three guests discuss their shared interest in the episode topic. Season 1 Episode 7 (Diversity, Equity, and Inclusion) and Season 2 Episode 4 (Employee Engagement) are sponsored by UT Tyler's Department of HRD. See the following (*Note*: The empty cells will soon be filled):

Season 1 Episode	Topic	HRD Scholar	Season 2 Episode	HRD Scholar
1	History and Foundation of HRD	Perriton & Swanson	Action Learning	Brook & Marquardt
2	Learning in Organizations	Alston, Marsick & Watkins	Ethics in HRD	Durani, Hughes & Kuchinke
3	Organization Development	Egan & McLean	Technology in HRD	Akdere, Bennett & Khandelwal
4	Training & Development	Jacobs, Shirmohammadi & Yoon	Employee Engagement	Lee, Nimon & Shuck
5	Career Development	Ghosh & McDonald	Marginalization & Privilege	Collins, Gedro & Scott
6	Critical HRD	Bierema, Elliott & Greer	Training Transfer & Sustainment	Nafukho & Ruona
7	Diversity, Equity, & Inclusion	Byrd, Cho & Sparkman	Leadership Development	Madsen & Stead
8	Cross-Cultural Issues	Osman-Gani & Rasdi		
9	Evaluating HRD	Ke & Ruff-Eft		
10	Strategic HRD	Garavan & Hutchins		
11	Fundamentals of HRD	Short		

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[2] APA is a must for doctoral students to master! 😊

TEXTBOOKS

No textbook is required. I recommend the following books for reference.

Highly Recommended

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

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

Recommended

Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). Routledge.

Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing* (2nd ed.). SAGE.

FOUR REVIEW PAPERS

Integrative Review:

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 **[Case 1]**

Systematic Reviews:

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 **[Case 3]**

Cho, Y., & Egan, T. M. (2009). Action learning research: A systematic review and conceptual framework. *Human Resource Development Review*, *8*(4), 431-462. https://doi.org/10.1177/1534484309345656 **[Case 2]**

Kotera, Y., Sheffield, D., & Van Gordon, W. (2019). The applications of neuro-linguistic programming in organizational settings: A systematic review of psychological outcomes. *Human Resource Development Quarterly*, *30*, 101-116. https://doi.org/10.1002/hrdq.21334 **[Case 4]**

REQUIRED READINGS[3]

As you are a doctoral student, you must search journal articles on your own through the UT Tyler library system. I added the hyperlinked doi numbers at the end of references for your convenience.

Week 1 (1/10 - 1/16) – Introduction: Why Literature Review? [Meeting 1]

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

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[3] Please take a closer look at what I did to reference publications, meeting the APA formatting guidelines.

Week 1 – Optional

Post, C., Sarala, R., Gatrell, C., & Prescott, J. E. (2020). Advancing theory with review articles. *Journal of Management Studies*, *57*(2), 351-376. https://doi.org/10.1111/joms.12549

Randolph, J. J. (2009). A guide to writing the dissertation literature review. *Practical Assessment, Research & Evaluation*, *14*(3), 1-13. https://doi.org/10.7275/b0az-8t74

Week 2 (1/17 - 1/23) – Integrative Literature Reviews: Case 1

Callahan, J. L. (2010). Constructing a manuscript: Distinguishing integrative literature reviews and conceptual and theory articles. *Human Resource Development Review*, *9*(3), 300–304. https://doi.org/10.1177/1534484310371492

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 **[Case 1]**

Week 2 – Optional

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

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

Week 3 (1/24 – 1/30) – Systematic Literature Reviews: Cases 2 & 3

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 **[Case 3]**

Cho, Y., & Egan, T. M. (2009). Action learning research: A systematic review and conceptual framework. *Human Resource Development Review*, *8*(4), 431–462. https://doi.org/10.1177/1534484309345656 **[Case 2]**

Week 4 (1/31 – 2/6) – Systematic Literature Reviews: Cases 4 and Comparison [Meeting 2]

Kotera, Y., Sheffield, D., & Van Gordon, W. (2019). The applications of neuro-linguistic programming in organizational settings: A systematic review of psychological outcomes. *Human Resource Development Quarterly*, *30*, 101-116. https://doi.org/10.1002/hrdq.21334 **[Case 4]**

Page, M. J., McKenzie1, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., Stewart, L. A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P., & Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *Systematic Reviews*. https://doi.org/10.1186/s13643-021-01626-4

Week 4 – Optional

Page, M. J., Moher, D., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., Stewart, L. A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P., & McKenzie1, J. E. (2021). PRISMA 2000 explanation and elaboration: Updated guidance and exemplars for reporting systematic reviews. *BMJ*. http://dx.doi.org/10.1136/bmj.n160

Week 5 (2/7 – 2/13) – 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 (2/14 – 2/20) – Proposal

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

Week 7 (2/21 – 2/27) – Publication Ethics
(***Note***: Cho will participate in the 2022 AHRD Conference in Arlington, VA)

Werner, J. M. (2016). Publication ethics and *HRDQ*: Holding ourselves accountable. *Human Resource Development Quarterly*, *27*(3), 317-319. https://doi.org/10.1002/hrdq.21260
Wright, P. M. (2016). Ensuring research integrity: An editor's perspective. *Journal of Management*, *42*(5), 1037-1043. https://doi.org/10.1177/0149206316643931

Week 7 – 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
Tsui, A. S., & Lewin, A. Y. (2014). Retraction statement for 'Ethics and integrity of the publishing process: Myths, facts, and a roadmap,' by Marshall Schminke and Maureen L. Ambrose. *Management and Organization Review*, *10*(1), 157-162. https://doi.org/10.1111/more.12046

Week 8 (2/28 – 3/6) – Proposal Presentation & Manuscript Review [Meeting 3]

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

Week 9 (3/7 – 3/13) – Spring Break (no class)

Week 10 (3/14 – 3/20) – Writing Introduction

Barney, J. (2018). Editor's comments: Positioning a theory paper for publication. *Academy of Management Review*, *43*(3), 345-348. https://doi.org/10.5465/amr.2018.0112
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

Week 11 (3/21 – 3/27) – 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

Ragins, B. R. (2012). Editor's comments: 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 - Optional

Umpress, E. E., Greer, L. L., Muir (Zapata), C, P., & Knight, A. (2021). Publishing impactful research in *AMJ* – Winners of the 2020 and 2021 Impact Awards. *Academy of Management Journal*, *64*(6), 1648-1653. https://doi.org/10.5465/amj.2021.4006

HRD 6312 COURSE SCHEDULE[4]

Meeting	Week	Topic	Reading	Assignment/Activity
Meeting 1 (1/15) - Introduction	1 (1/10-1/16)	Introduction Orientation Why Literature Review?	Torraco (2016)	Introduce yourself (1/12) Discussion 1 (Wed & Sun) **Partner selection** (1/16)
Meeting 2 (2/5) – Comparison	2 (1/17-1/23)	Integrative Literature Review: Case 1	Callahan (2014); Rose et al. (2015)	Discussion 2 **Begin searching the literature on a topic of choice**
	3 (1/24–1/30)	Systematic Review: Cases 2 & 3	Bailey et al. (2019); Cho & Egan (2009)	Discussion 3
	4 (1/31–2/6)	Systematic Review: Cases 4 Comparison of Cases	Kotera et al. (2019); Page et al. (2021)	Discussion 4 Paired & class discussion and reflection **One-page comparison (2/6)**
Meeting 3 (3/5) – Writing a Proposal	5 (2/7–2/13)	Topic Selection	Colquitt & George (2011); Jones & Bartunek (2021)	Discussion 5 **Topic selection (2/13)**
	6 (2/14–2/20)	Proposal	Parmigiani & King (2019)	Discussion 6 **One-page proposal (2/20)**
	7 (2/21-2/27)	Publication Ethics (Cho's attendance in the 2022 AHRD Conference)	Werner (2016); Wright (2016)	Discussion 7 **Proposal presentation (2/27)**
	8 (2/28–3/6)	Proposal: Presentation, peer review, & reflection Manuscript Review	Wang (2018)	Discussion 8 Mid-term evaluation (3/2)
	9 (3/7 – 3/13)	Spring Break (no class)		

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[4] I will keep you informed of the changed syllabus with the date updated, as in the syllabus-1-10.

	10 (3/14-3/20)	Writing Introduction	Barney (2018); Grant & Pollock (2011)	Discussion 10 **Introduction (3/20)**
Meeting 4 (4/2) – Writing	11 (3/21–3/27)	Writing Method	Callahan (2014); Ragins (2012)	Discussion 11 Peer review 1 (3/23) **Method (3/27)**
	12 (3/28–4/3)	Method: Presentation, peer review, & reflection		Peer review 2 (3/30) **Method presentation (3/30)**
	13 (4/4–4/10)	Writing: Findings & Discussion		**Findings & Discussion (4/10)**
Meeting 5 (4/23) – Draft Paper Presentation	14 (4/11-4/17)	Writing: Draft Paper		Peer review 3 (4/13) **Draft paper (4/17)**
	15 (4/18–4/24)	Draft Presentation		Peer review 4 (4/20) **Draft presentation** (4/20)
Reflection	16 (4/25–4/30)	Final Paper Submission Reflection		**Final paper (4/27)** Reflection paper (4/30) Course evaluation

APPENDIX 1
Weekly Discussion Postings Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meeting two deadlines (Wed & Sun)	Posts (an answer and two comments) were posted by the two deadlines	One of the posts was posted after the deadline	Posts were posted after the deadline, or posts were missing/not submitted
Citing one or two required readings in the week's answer	Required readings were cited in the week's answer	Only one of the required two readings was cited or none were cited in the week's answer	Neither of the required two readings were cited in the week's answer, or posts were not submitted
Writing in a compact and pointed way and following the APA style (7th ed.)	Writing followed the APA style and was compact and pointed within a short paragraph	Writing did not follow the APA or was not compact and pointed within a short paragraph	Writing did not follow the APA style and was not compact and pointed, or posts were not submitted

APPENDIX 2
One-Page Proposal Rubric

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

Final Review Paper Rubric

Criteria	Rating			
	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Elements - *Did you include all key elements of the final paper?*	The paper includes all the key elements: cover page (title), introduction, method, findings, discussion and conclusion, and references.	The paper includes all but one or two of the required elements as listed.	The paper includes all but two or more of the required elements as listed.	The paper is not submitted, or it does not include many of the required elements as listed.
Extensive Literature Search – *Did you extensively search the literature?*	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 - *Is the paper relevant to HRD?*	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 in not grounded in HRD. Content is not pointed and clear and not sufficiently detailed, or the paper is not submitted.
Organization and Logical Flow - *Is the paper well-organized with a logical flow?*	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 - *Is the paper written in ways that HRD professionals can easily understand?*	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 - *Did you follow the APA (7th ed.) formatting guidelines?*	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.