HRD 5343: Foundations of Human Resource Development (80460)

Fall 2024

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

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Instructor:	Dr. Yonjoo Cho (ycho@uttyler.edu), Professor (Tel: 903-566-7260)
Class Time:	8/26 – 12/8 (Thanksgiving holidays - Week of 11/25 – no class)
<mark>Orientation</mark>:	8/27 (Tue) at 7:00pm via Zoom
<mark>Bi-Weekly Meetings</mark>:	Week 2 (9/3), Week 4 (9/17), Week 6 (10/1), Week 8 (10/15), and Week 10 (10/29) at 7:00pm for one hour
<mark>Office Hours</mark>:	Tuesdays at 7:00pm to 8:30pm – Reserve a 15- or 30-minute for an individual clinic on a **Google Doc** available at the end of the week's Read Me First
Draft Presentation:	Week 15
Communication:	Canvas, email, and Zoom
Course Access:	https://uttyler.instructure.com/courses/42175
Zoom:	https://uttyler.zoom.us/my/yjcho

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COURSE DESCRIPTION

Human resource development (HRD) is defined as the process of increasing the capacity of human resources in an organization through learning and development. In this foundational course, students will learn McLagan's (1989)[1] classic definition of HRD integrating training and development (T&D), career development (CD), and organization development (OD).

HRD as a field has affinity with other fields such as human resource management (HRM), organization development (OD), human performance technology (HPT), and instructional technology (IT) (Cho, 2017)[2]. HRD as a practice has great potential because it asks us to view the HRD field in a multifaceted way as with emerging topics such as diversity and the use of AI in HRD.

Students will learn three HRD domains (T&D, CD, and OD) through the process of critically reviewing required readings and creating a promotional piece (e.g., brochure, poster, or website) on HRD in their final project. Students will discuss what each HRD domain means on Canvas in a weekly basis. A team of three students will collaborate to create a promotional piece that represents the HRD field.

COURSE OBJECTIVES/LEARNING OUTCOMES

In this course, students will be able to:

- Explain definitions, concepts, and principles of HRD
- Articulate distinctive features of three domains of HRD: T&D, CD, and OD
- Develop critical thinking skills by answering weekly discussion postings
- Discuss emerging trends in HRD: the use of AI in HRD
- Work in teams to show an understanding of HRD within a promotional piece (e.g., brochure)
- Reflect on class activities, teamwork, the final project, lessons learned, and future plans

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[1] McLagan, P. A. (1989). Models for HRD practice. _Training and Development Journal, 43_(9), 49-59.
[2] Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. _TechTrends_, _61_, 46-52. https://doi.org/10.1007/s11528-016-0124-6

COURSE OUTLINE

Students will learn McLagan's (1989) classic definition of HRD integrating T&D, CD, and OD (see Figure 1) and discuss the interdisciplinary nature of HRD and emerging trends in HRD.

Figure 1
Three Domains of HRD
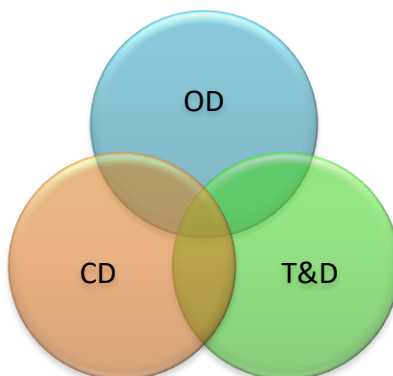
This course is divided into the following topics:

- Introduction
- Definition
- Basics of HRD: The interdisciplinary nature and ethics in HRD
- Training & Development
- Career Development
- Organization Development
- Emerging Trends in HRD
- Synthesis & Reflection

READ ME FIRST (Canvas Modules)

Begin each week by reading a **Read Me First** (Canvas Modules) that will be posted by **Monday at 9:00am CT** and will guide you to the content and things to do in the week. **Mini lectures** on APA, postings, HRD domains, and final team project will be added to Read Me First pages.

<mark>**SYNCHRONOUS MEETINGS**</mark>

Research on online teaching and learning (e.g., Garrison et al., 2000[3]) indicates that students need synchronous meetings to feel *presence* in online classes. Many students have suggested the need to meet to feel that they are on the same page with me. To that end, we will have bi-weekly synchronous meetings via Zoom (https://uttyler.zoom.us/my/yjcho), including:

- Orientation in the first week
- Bi-weekly meetings
- Team clinic in Week 12
- Draft presentation before final submission in Week 15

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[3] Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, *2*(2-3), 87-105. https://doi.org/10.1016/S1096-7516(00)00016-6

These synchronous meetings are optional, though highly recommended. After a meeting, I will provide Zoom recordings so that you can view missed meetings whenever convenient. In these synchronous meetings, you can ask any questions related to course assignments and class activities. At least one team member should be present to get the hang of practical tips on assignments. You may also contact me for a one-on-one meeting by appointment.

In a draft presentation meeting in Week 15, at least two members should be present, one for presentation and the other for answering questions from other students and me. If your team cannot make it, your team should inform me of this so that I can arrange an alternative presentation format such as a short video segment of 5 to 8 minutes.

INDIVIDUAL AND TEAM WORK

This course is based on a combination of individual work (59%) and team project-based learning (41%) as many business courses are, so students should work in teams as well as individually. For effective teamwork:

- I have randomly assigned you to a team of three students, based on the past students' feedback on the difficulty of choosing team members in the first week.
- Name your team for team-building purposes. Be creative! 😊
- Establish the **ground rules** for quality teamwork (see **Appendix 2** for a sample). To evaluate both your and team members' teamwork, I will ask you to fill out a **peer evaluation form** (see **Appendix 7**) twice, at mid-term and the end of the semester. At mid-term, revisit your ground rules to refresh your teamwork. Your **team contribution points** (out of 10) will be converted from your average peer evaluation score (out of 4).

FEEDBACK-BASED

Research shows that team-based project learning is not possible without the instructor's timely feedback; therefore, I am going to provide quick and detailed feedback for you to move forward as planned. In the process, you will learn how to meet assignment requirements, develop critical thinking skills, and improve writing as a master's student using the APA formatting guidelines (2020) as required in HRD and in the College of Business at UT Tyler.

Many of you as working students do not seem to have sufficient time to factor in my detailed feedback on the improvement of your assignments. To meet your needs within a limited time, I am going to provide students with one more opportunity to submit a revised deliverable to improve the original grade. if you choose to do so. To make this developmental process possible, seamless communication between you (your team leader, specifically) and me is highly encouraged. We are scheduled to meet together via Zoom on a bi-weekly basis. If you feel a need to meet me independently, do not hesitate to do so.

INSTRUCTOR EXPECTATIONS

I expect you to aim at achieving learning goals that meet the quality standards at the master's degree level. It is YOU who should take responsibility for achieving the learning goals with confidence 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 to you, ask for clarification. If you do not understand my evaluation comments, which happen sometimes, ask for extra feedback until it makes sense. As this is a team project-based learning course, I hope it will clearly set the right expectations for what to do (e.g., teamwork) and what not to do (e.g., free-ride). The bottom line is to learn as planned so that you will become an informed HR practitioner in diverse contexts when you graduate. To achieve this goal, be open to learning new competencies, such as creating a promotional piece and meeting the APA formatting guidelines. A critical success factor in the process is communication, communication, and communication!

APA FORMATTING GUIDELINES

You must follow the **APA** formatting guidelines (2020)[4] in all writing assignments as it is required in the HRD MS and the College of Business at UT Tyler. Follow the instructions on APA on Canvas Files and see how I referenced readings in this syllabus. In this course, you will learn how to write well in a compact and pointed way at the end, as APA is not just about formatting, but is also about organizing ideas.

ASSIGNMENTS AND DUE DATES

In this course, you are required to complete five assignments: weekly postings, your own definition of HRD, a final project (advertising HRD), class activities, and a reflection paper. All assignments are due by **Sunday at 11:59 pm CT, except weekly postings** (Wednesday for an answer and Saturday for two comments). Submit all assignments **in Word** unless there are notifications.

	Assignment		Level	Point (%)	Due
1	Weekly discussion postings (10x11)		Ind	110 (26)	Weeks 1 to 11 (Answers by **Wed** & Comments by **Sat**)
2	HRD Masterclass Podcast : 3 reviews (20x3)		Ind	60 (14)	9/8, 9/15 & 9/22
3	Advertising HRD	Team Formation & Ground Rules (10)	Team	170 (41)	9/1
		One-Page Outline (20)			10/6
		Progress Report (30)			11/10
		Draft (50) & Presentation (20) Draft Presentation			11/24 (TBA)
		Final Submission (40)			12/8
4	Class Participation Activities	Introduce Yourself (10)	Ind	60 (14)	8/28 (Wed)
		Discussion Lead (20)			Your choice
		Team Contribution Points: Mid-term & final peer evaluation (10x2)			10/13 & 12/8
		Mid-term Class Evaluation (10)			10/13
5	Reflection Paper		Ind	20 (5)	12/8
	Total		420		

WEEKLY DISCUSSION POSTINGS (110 pts)

You will develop an understanding of concepts, principles, and cases of the three domains of HRD (T&D, CD, and OD) in the first 11 weeks of the semester through reading two required readings, except in Week 1 for one long read. 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 three sentences** by the end of **Wednesday** and two comments on other students' answers by the end of **Saturday**. This assignment is worth 10 points each week: 6 points for an answer and 4 (2x2) points for two comments. In commenting, don't just say "yes" or

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

"no" and add the reasons why you say "yes" or "no" to receive the two assignment points for one comment. See the following, compact and pointed sample answer:

Discussion Question: What is the role of HRD in the Covid 19 pandemic and why is it important?
Sample Answer (with three sentences): The role of HRD is not just to survive but thrive and plan for the future with the onset of the Covid 19 pandemic (Li et al., 2020). Putting the "human" (McGuire et al., 2021, p. 34) back at the heart of HRD will strengthen and enhance the humanistic needs that have accelerated the care approach in this time of crisis. The role of HRD is important because of the changes in the work environment shifting to home, creating a culture of self-care where public health is now part of the equation, and teaching leaders how to respond and communicate during critical times (quoted from Olivia, 2022).

From the second week on, a discussion leader will lead the week's discussion. Choose a week to play a discussion lead role and write down your choice on **Google Docs**. **Discussion lead** is an excellent opportunity to manage a week's discussion so that you learn how to deepen your knowledge on the week's topic and to ask probing questions to engage students in in-depth discussion. This assignment has been highly valued by students in previous years. As a discussion leader:

- Read all required and optional readings.
- Read all student postings.
- Respond to interesting or intriguing postings, provide thoughtful feedback, and ask probing questions for in-depth discussion.
- To earn the full 10 points, you must be present throughout the week of your choice, for a minimum of three days.

In the process of weekly discussions, students will better understand concepts and principles of three domains of HRD and develop critical thinking skills. I will provide feedback on your postings if you did not meet the posting requirements on Thursday morning so that you may revise your answer by **Saturday**. I suggest you post your answer and two comments early so that you can actively engage in discussion. I also suggest you do not add References at the end of your compact and pointed answer, unless there are new readings cited, just to save space (see **Appendix 1** for the postings rubric).

ONE-PAGE REVIEWS OF HRD MASTERCLASS PODCAST (60 pts)

The HRD Masterclass Podcast Series (hrdmasterclass.com) that the AHRD, the primary academic organization in HRD, developed are a great resource to better understand the fundamentals of HRD and diverse HRD topics. Of a total of 39 episodes developed, choose three podcast episodes that interest you most and write three one-page reviews, answering the following questions:

- What is the major message of the episode? To answer this question, briefly summarize the key ideas of the episode.
- What did you learn from the episode from an HRD perspective? Critically review the strengths and limitations of the episode.
- What would you do to apply your learning from the episode?

Submit three single-spaced, one-page reviews by Week 2 (9/8), Week 3 (9/15), and Week 4 (9/22), including the following elements:

- The course title (on the left) and your name (on the right) in the header
- The title of the review centered and boldfaced
- Three answers under the subtitles of summary, critical review, and application
- References cited in text
- Use a Times, Arial, or Calibri 11pt font size and don't use a wide margin as it doesn't look professional
- Follow the APA formatting guidelines

This one-page review assignment is evaluated for the following criteria: (1) key elements, (2) a summary of key ideas, (3) critical review, (4) writing and attention to detail, and (5) one page limit. See **Appendix 3** for the one-page review rubric.

TEAM PROJET: ADVERTISING HRD (170 pts)

Work in teams of three students. The purpose of the final project is to show your understanding of HRD from the perspective of three domains: T&D, CD, and OD. Think of the project as an advertisement or a promotional piece that represents HRD as you explain it to people in your context (e.g., business, nursing, higher education, or the military). This promotional piece can be made in whatever platform (e.g., poster, website, or brochure) you feel most appropriate as long as it meets the requirements as indicated in the grading rubric (below). The advertisement ("Product") should answer the following questions for the intended audience:

- How do you define HRD in your own words?
- What are the distinctive features of the three domains of HRD (T&D, CD, and OD)?
- How would you compare the three domains of HRD (T&D, CD, and OD)?
- How would you apply the three domains of HRD to your context?

To complete this final project, you will work through the following steps:

- Form a team of three students
- Establish your team ground rules to make your team effective
- Write a **one-page outline**:

    o The course title (on the left) and your name (on the left) in the header
    o The title of the team product (centered and boldfaced)
    o Purpose of the project
    o The selection of:
        ▪ A presentation format (e.g., brochure) and a rationale for the selection
        ▪ Your context (e.g., business) and a rationale for the selection
    o Overview of the content: HRD and three domains of HRD: T&D, CD, and OD
    o Implications for your context
    o References cited in the text

- Write a progress report
- Draft product and presentation
- Final product submission

See **Appendix 4** for the team project rubric, **Appendix 5** for a one-page outline sample, and **Appendix 6** for a sample poster.

CLASS PARTICIPATION (60 pts)

Actively participate in class activities including: (a) introduce yourself, (b) lead a discussion, (c) team contributions: fill out a peer evaluation form twice (mid-term and final) whose average score (out of 4) will be converted to your team contribution points (out of 10) (see **Appendix 7** for the peer evaluation form), and (d) evaluate the class at the mid-term via Qualtrics.

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 team project-based learning. To that end, include: (a) a title, purpose, and introduction, (b) key points of lessons learned, and (c) future plans on how you are going to use knowledge and skills you have learned in your context, and (d) conclusion with suggestions. 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 reasons why you need an extension or incomplete **in advance**.

COURSE POLICIES

AI Use
UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in the Academic Integrity Policy.

For this course, AI is not permitted at all. I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values.

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
Information is available on the 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. In order to accomplish these goals, both students and faculty of the College of Business at UT 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.

RESOURCES

Contacts
You may contact the UT Tyler Librarian Nick Bambach (nbambach@uttyler.edu) when searching for HRD publications. You may also ask for help from a Ph.D. candidate Kelly Moore (kmoore59@patriots.uttyler.edu) concerning HRD topics and publications.

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*)
- *Human Resource Development Review* (*HRDR*)

If you become a member of the Academy of Human Resource Development (AHRD), which is the organization that leads HRD through research, you can access all HRD journals, except *EJTD*.

The HRD Masterclass Podcast Series (hrdmasterclass.com) is developed by the AHRD and explores the fundamentals of HRD and how those are changing in the workplace. Each of the 60 to 90-minute episodes focuses on a different aspect of HRD and includes a one-on-one discussion with each guest, as well as a group discussion where all of the guests are together to discuss their shared interest in the episode topic. As of August 2024, 39 episodes are available. Season 1 Episode 7 (Diversity, Equity, and Inclusion), Season 2 Episode 4 (Employee Engagement), and Season 4 Episode 3 (HRD & Politics) are sponsored by UT Tyler's Department of HRD.

TEXTBOOK

No textbook is required in this course as I believe that updating new readings greatly helps students stay current in HRD literature. You may see how I referenced all readings so that you learn how to follow the APA formatting guidelines.

Highly Recommended

Werner, J. M. (2022). *Human resource development: Talent development* (8th ed.). CENGAGE.

Recommended

Poell, R. F., Rocco, T. S., & Morris, M. L. (Eds.) (in press). *The SAGE Handbook of human resource development* (2nd ed.). SAGE.

Russ-Eft, D. F., & Alizadeh, A. (2024). *Ethics and human resource development: Societal and organizational contexts*. Palgrave Macmillan.

Swanson, R. A. (2022). *Foundations of human resource development* (3rd ed.). Berrett-Koehler Publishers.

REQUIRED READINGS

All journal articles and book chapters are posted in Canvas Files. I also added a link to each journal article in this syllabus so that you may directly access it**.**

Week 1 (8/26 – 9/1): Introduction to HRD
Werner, J. M. (2022). Chapter 1: Introduction to human resource development. In *Human resource development: Talent development* (8th ed.) (pp. 2-31). CENGAGE.

Week 1 - Optional
Parker, G. M. (2006). What makes a team effective or ineffective? In J. V. Gallos (Ed.), *Organization development* (pp. 656-680). Jossey-Bass.

SHRM. (2023). *2023-2024 SHRM state of the workplace report*. https://www.shrm.org/content/dam/en/shrm/research/2023-2024-State-of-the-Workplace-Report.pdf

Week 2 (9/2 – 9/8): Definition of HRD
Livingston, J. S. (2003). Pygmalion in management. *Harvard Business Review*, *81*(1), 97-106. https://hbr.org/2003/01/pygmalion-in-management

McLagan, P. A. (1989). Models for HRD practice. *Training and Development Journal, 43*(9), 49-59.

Week 2 – Optional
Ruona, W. E. A. (2016). Evolving human resource development. *Advances in Developing Human Resources*, *18*(4), 551-565. https://doi.org/10.1177/1523422316660968

Week 3 (9/9 – 9/15): Basics of HRD 1 – The Interdisciplinary Nature of HRD
Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends*, *61*, 46-52. https://doi.org/10.1007/s11528-016-0124-6

Werner, J. M. (2014). Human resource development ≠ human resource management: So what is it? *Human Resource Development Quarterly*, *25*(2), 127-139. https://doi.org/10.1002/hrdq.21188

Week 3 – Optional
Ruona, W. E. A., & Gibson, S. K. (2004). The making of twenty-first-century HR: An analysis of the convergence of HRM, HRD, and OD. *Human Resource Management*, *43*(1), 49-66. https://doi.org/10.1002/hrm.20002

Week 4 (9/16 – 9/22): Basics of HRD 2 – Ethics in HRD

Christensen, C. M. (2010). How will you measure your life? Don't reserve your best business thinking for your career. *Harvard Business Review*, *88*(7/8), 46-51. https://hbr.org/2010/07/how-will-you-measure-your-life

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

Week 4 – Optional

AHRD Ethics Taskforce. (2018). *Academy of Human Resource Development standards on ethics and integrity* (2nd ed.). https://cdn.ymaws.com/www.ahrd.org/resource/resmgr/bylaws/AHRD_Ethics_Standards_(2)-fe.pdf

Russ-Eft, D. F., & Alizadeh, A. (2024). *Ethics and human resource development: Societal and organizational contexts*. Palgrave Macmillan.

Week 5 (9/23 – 9/29): T&D 1

Buell, R. W., Cai, W., & Sandino, T. (2023). Does gamified training get results? Yes—under certain conditions. *Harvard Business Review*, *101*(2), 17-21. https://hbr.org/2023/03/does-gamified-training-get-results

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, *13*(2), 74-101. https://doi.org/10.1177/1529100612436661

Week 5 – Optional

Cascio, W. F. (2019). Training trends: Macro, micro, and policy issues. *Human Resource Management Review*, *29*, 284-297. https://doi.org/10.1016/j.hrmr.2017.11.001

Week 6 (9/30 – 10/6): T&D 2 – Training Transfer

Johnson, S. J., Blackman, D. A., & Buick, F. (2018). The 70:20:10 framework and the transfer of learning. *Human Resource Development Quarterly*, *29*, 383-402. https://doi.org/10.1002/hrdq.21330

Poell, R. (2017). Time to 'flip' the training transfer tradition: Employees create learning paths strategically. *Human Resource Development Quarterly*, *28*(1), 9-15. https://doi.org/10.1002/hrdq.21279

Week 6 – Optional

Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, *41*(1), 63-105. https://doi.org/10.1111/j.1744-6570.1988.tb00632.x

Week 7 (10/7 – 10/13): CD 1

Butler, T., & Waldroop, J. (1999). Job sculpting: The art of retaining your best people. *Harvard Business Review*, *77*(5), 144-152. https://hbr.org/1999/09/job-sculpting-the-art-of-retaining-your-best-people

McDonald, K. S., & Hite, L. M. (2015). Career development in the context of HRD: Challenges and considerations. In R. F. Poell, T. S. Rocco, & G. L. Roth (Eds.), *The Routledge companion to human resource development* (pp. 67-77). Routledge.

Week 7 – Optional

Singer, N. (2022, September 24). LinkedIn ran social experiments on 20 million users over five years: A study that looks back at those tests found that relatively weak social connections were more helpful in finding jobs than stronger social ties. *The New York Times*. https://www.nytimes.com/2022/09/24/business/linkedin-social-experiments.html

Week 8 (10/14 – 10/20): CD 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

Hite, L. M., & McDonald, K. S. (2020). Careers after Covid-19: Challenges and changes. *Human Resource Development International*, *27*(1), 142-151. https://doi.org/10.1080/13678868.2020.1779576

Week 8 – Optional
Baruch, Y., & Sullivan, S. E. (2022). The why, when and how of career research: A review and recommendations for future study. *Career Development International*, *27*(1), 135-159. https://doi.org/10.1108/CDI-10-2021-0251

Week 9 (10/21 – 10/27): OD 1
Egan, T. (2015). Organization development in the context of HRD: From diagnostic to dialogic perspectives. In R. F. Poell, T. S. Rocco, & G. L. Roth (Eds.), *The Routledge companion to human resource development* (pp. 53-66). Routledge.
Gawande, A. (2007, December 10). The checklist: If something so simple can transform intensive care, what else can it do? *The New Yorker*. https://www.newyorker.com/magazine/2007/12/10/the-checklist

Week 9 – Optional
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
Cooperrider, D. L., & Fry, R. (2020). Appreciative inquiry in a pandemic: An improbable pairing. The *Journal of Applied Behavioral Science*, *56*(3), 266-271. https://doi.org/10.1177/0021886320936265

Week 10 (10/28 – 11/3): OD 2
Hsieh, T. (2010). How I did it: Zappos's CEO on going to extremes for customers. *Harvard Business Review*, *88*(7/8), 41-45. https://hbr.org/2010/07/how-i-did-it-zapposs-ceo-on-going-to-extremes-for-customers
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Week 10 – Optional
Cummings, T. G., & Cummings, C. (2014). Appreciating organization development: A comparative essay on divergent perspectives. *Human Resource Development Quarterly*, *25*(2), 141-154. https://doi.org/10.1002/hrdq.21186

Week 11 (11/4 – 11/10): Emerging Trends – Use of AI
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Week 11 – Optional
Lepore, J. (2019, February 25). Are robots competing for your job? *The New Yorker*. https://www.newyorker.com/magazine/2019/03/04/are-robots-competing-for-your-job
SHRM. (2024). *AI in the workplace: A SHRM guide to human-centered AI adoption in the workplace*. https://shrm-res.cloudinary.com/image/upload/v1703671728/AI/AI_in_the_Workplace_Playbook.pdf

HRD 5343 COURSE SCHEDULE[5]

Unit	Week	Topic	Reading	Assignment
Introduction	1 (8/26-9/1)	• Orientation (Zoom) • Introduction to HRD	Werner (2022)	• Introduce yourself (8/28) • Discussion lead (8/28) • Discussion 1: 1 answer (8/28) & 2 comments (8/31) • Team formation & ground rules (9/1)
Definition	2 (9/2-9/8)	Definition of HRD	• Livingston (2003) • McLagan (1989)	• Discussion 2 • HRD Masterclass review 1 (9/8)
Basics	3 (9/9-9/15)	Basics of HRD 1: The interdisciplinary nature of HRD	• Cho (2017) • Werner (2014)	• Discussion 3 • HRD Masterclass review 2 (9/15)
	4 (9/16-9/22)	Basics of HRD 2: Ethics in HRD	• Christensen (2010) • Russ-Eft (2018)	• Discussion 4 • HRD Masterclass review 3 (9/22)
T&D	5 (9/23-9/29)	T&D 1	• Buell et al. (2023) • Salas et al. (2012)	• Discussion 5
	6 (9/30-10/6)	T&D 2: Training transfer	• Johnson et al. (2018) • Poell (2017)	• Discussion 6 • Final project: One-page outline (10/6)
CD	7 (10/7-10/13)	CD 1	• Butler & Waldroop (1999) • McDonald & Hite (2015)	• Discussion 7 • Mid-term class & peer evaluation (10/13)
	8 (10/14-10/20)	CD 2	• Cho et al. (2019) • Hite & McDonald (2020)	Discussion 8
OD	9 (10/21-10/27)	OD 1	• Egan (2015) • Gawande (2007)	• Discussion 9
	10 (10/28-11/3)	OD 2	• Marsick (2013) • Hsieh (2010)	Discussion 10
Emerging Trends	11 (11/4-11/10)	Emerging Trends: Use of AI	• Alang (2024) • Tamayo et al. (2023)	• Discussion 11 • Progress report (11/10)
Synthesis & Reflection	12 (11/11-11/17)	Team Clinic		
	13 (11/18-11/24)	Project Work		Draft product & presentation file (11/24)
	14 (11/25-12/1)	Thanksgiving Week (no class)		
	15 (12/2-12/8)	Draft presentation (TBA) Final submission Reflection		• Final submission (12/8) • Reflection paper (12/8) • Peer evaluation (12/8) • Course evaluation

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

Appendix 1
Weekly Discussion Postings
Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meeting two deadlines (Wed & Sat)	Posts (an answer and two comments) were 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 two required readings in the week's answer	Required readings were cited in the week's answer	Only one of the two required readings was cited, or none were cited in the week's answer	Neither of the two required 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
Team Ground Rules Sample

Team Ground Rules
HRD 5343
(Fall 2022)

Team Name: RAV

Members: Agnes Gantz, Ruben Espiricueta, Vanessa Mercado

Team Lead: Vanessa Mercado

Purpose: To form a team that collaborates in a collegial atmosphere to work on team assignments that will help us gain a better understanding of HRD, which includes OD, T&D, and CD and complete the final project. Our team agrees to communicate effectively and respectfully with each other to complete our assignments by the due dates and ensure it includes each of the requirements as outlined in Dr. Cho's instructions.

Documents: Microsoft Word documents will be utilized for the creation, storage, and collaboration of content related to the team project.

Weekly Meetings: Zoom meetings are scheduled to be held weekly on Fridays at 5:30 P.M. CST

Communication between Group Members: A GroupMe chat room has been created and will be used to communicate with each other. The purpose of the GroupMe chat room is to communicate with ease if someone has a question or needs to provide information to team members.

Communication with Dr. Cho: When communicating with Dr. Cho, the team leader will cc: the other members on the email so that each person is included and is part of and able to follow the conversation. If further guidance is needed the team leader will schedule an appointment at a date and time when all members can be present to meet via Zoom with Dr. Cho. We will attend the bi-weekly Zoom meetings with Dr. Cho. All assignments will be submitted by the team leader no later than the date they are due.

Participation: Active participation is expected from all team members. If a team member is unable to attend a weekly team meeting, they should notify the team 24 hours prior to the meeting. A new proposed time and date should be discussed and agreed upon if a Zoom meeting needs to be rescheduled for that week. Team members will be respectful of each other's time. If a team member is having trouble with a particular portion of the assignment, they will be expected to reach out and ask for help from other members. Members should work together and provide assistance to each other so that an assignment is continuously progressing and moving forward.

Consensus and Disagreements: In case of a conflict or disagreement regarding any portion of the assignment all members will maintain respect towards one another. Each member will be provided with the opportunity to voice their thoughts and ideas. All members are expected to actively listen and seek clarification to reduce any miscommunication. The team should work together to come to a consensus that would be in the best interest of the team. If a consensus is not able to be reached the team will go in the direction of the majority. If needed the team will consult with Dr. Cho for guidance.

Appendix 3
One-Page Review

Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Key Elements	All key elements are included: Your name and course title in the header; the title of the one-pager; a summary of key ideas from the episode; a critical review of the episode; application; and references	One or two of the key elements is/are missing	Two or more of the key elements are missing or one-pager is not submitted
Summary of Key Ideas	Ideas of the episode chosen are summarized in a pointed way and are relevant to the topic	Ideas are summarized for the most part but not in a pointed way. Mostly relevant to the topic but include a few irrelevant ideas	Ideas are not clearly summarized in a pointed way or relevant to the topic. Include irrelevant ideas, or the one-pager is not submitted
Critical Review	The episode chosen was analyzed from a critical perspective, which is grounded in substantive ideas	The episode chosen was not analyzed from a critical perspective. Only a few elements in the critical review are grounded in substantive ideas	The episode chosen was not analyzed from a critical perspective, which is not grounded in substantive ideas, or the one-pager is not submitted
Writing & Attention to Detail	Writing is pointed and clear, and free of typos and grammatical errors. The APA style (7th ed.) is used correctly.	Writing is mostly pointed and clear but includes a few typos and/or grammatical errors. The APA style is used correctly for the most part.	Writing is not pointed and clear but includes several typos and/or grammar errors. The APA style is not used correctly, or the one-pager is not submitted.
Page Limit	The review is written in one page as required.	The review is a bit longer than one page, violating the requirement.	The review is more than one page, violating the requirement, or the one-pager is not submitted.

Appendix 4
Team Project: Advertising HRD

Work in teams. The purpose of the final project is to show your understanding of HRD from the perspective of three domains: T&D, CD, and OD. Think of the project as an advertisement or a promotional piece that represents HRD as you explain it to people in your context (e.g., business, nursing, higher education, or the military). This promotional piece can be made in whatever platform (e.g., poster, website, or brochure) you feel most appropriate as long as it meets the requirements as indicated in the grading rubric (below). The advertisement ("Product") should answer the following questions for the intended audience:

- How do you define HRD in your own words?
- What are the distinctive features of the three domains of HRD (T&D, CD, and OD)?
- How would you compare the three domains of HRD (T&D, CD, and OD)?
- How would you apply the three domains of HRD to your context?

Rubric

Evaluation Criteria	Specification
Project Requirements	▪ Covers all three domains of HRD (T&D, CD, and OD) ▪ Contains citations, examples, and/or evidence
Communication	▪ Product clearly presents information about HRD and three domains ▪ Product answers four questions (see above)
Introduction	▪ Introduction to the advertisement of HRD ▪ Selection of your context ▪ Overview of the content covered
Three Domains (T&D, CD, & OD)	▪ Your own definition of HRD ▪ Definitions, concepts, principles, and trends ▪ Key terms and concepts are included
Implications for your Context	▪ Examples of how each of the three domains would apply to your context ▪ Implications for your context
Use of Terms and Ideas	▪ Efforts are made to apply the terms and ideas learned to your product ▪ Evidence/examples/references are used to support your ideas
Creativity	▪ Selection of an optimum platform for the presentation of your understanding ▪ Originality matters ▪ Presentation of a complete product demonstrates your creative efforts
Professional Outlook	▪ Balance between content, design, consistency, and a clear message ▪ Use of APA (2020) and no grammar and spelling errors ▪ Professional outlook
Overall	▪ Content ▪ Application to Context ▪ Design Aspects ▪ Navigation ▪ References

Appendix 5
Team Project
One-Page Outline Sample

HRD-5343: Foundations of HRD   Rose Queens (Katherine, Maureen, & Indira)

HRD in Business: One-Page Outline

Purpose of the Project: To explain that HRD includes individual development, career development, and organization development (McLagan, 1989) to our business colleagues through a brochure.

Presentation Format: We chose a brochure to explain HRD in business as it is a great form for presentation that allows us to use images, texts, graphs and many other informative tools in order to present data. We will use Canva to create the brochure.

Context: As all team members are working in business, we chose business as our context. HRD is vital to a business's growth, effectiveness, and sustainability.
- The current labor market makes it difficult to attract quality employees. T&D is necessary when employees lack skills needed to complete their jobs.
- CD retains high performers by supporting career growth that benefits the individual and organization.
- OD increases group health and ability to navigate change in business. The businesses we work for have undergone rapid changes in recent years.

Overview of the Content: HRD is a process to intentionally grow the organization and its people (McLagan, 1989) and improves the quality of a company's business strategy, policy change and job design.
- T&D: Training employees' skills necessary to complete the job and developing competencies for the long term (McLagan, 1989).
- CD: Aligning individual and organizational needs for an optimal fit (McLagan, 1989).
- OD: Increasing the health of groups, intra-group relationships, and helping groups navigate all changes (McLagan, 1989).

Implications for the Context:
- T&D: Offering T&D demonstrates appreciation and investment in employees, both in competencies for their current role and their future (Werner, 2014), leading to increased employee engagement and retention.
- CD: Companies must invest in CD in order for employees to be prepared for their future positions and responsibilities in the workplace (Werner, 2014).
- OD: Systems, policies, practices, and leadership that prevent organizational success and T&D effectiveness (Beer et al., 2016).

References
Beer, M., Finnstrom, M. & Schrader, D. (2016). Why leadership training fails and what to do about it. *Harvard Business Review, 94*(10), 50-57.
McLagan, P. A. (1989). Models for HRD practice. *Training & Development Journal, 43*(9), 49-59.
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Implications for Business

Training and development

Providing furthering education and leadership development demonstrates appreciation and investment in employees, both in competencies for their current role and their future (Werner, 2014). Poor processes, policies, and leadership prevent training transfer as individuals conform to the system; therefore it is important to create a supportive context for employees to apply the training (Beer et al., 2016). This leads to increased employee engagement and retention. A good example of T&D is providing opportunities and accountability for learning and advancement.

Career development

Companies must invest in career development to prepare employees for future positions and responsibilities in the workplace (Werner, 2014). One example of positive career development Is the Harvard Business model (Figure 1).

REFLECT ON YOUR STRENGTHS AND INTERESTS

CONNECT WITH PEOPLE AND OPPORTUNITIES

EXPLORE CAREER AND EDUCATION OPTIONS

DEVELOP SKILLS AND EXPERIENCES

Figure 1: Harvard T.H. Chan School of Public Health. (n.d.)

Organization development

Organization development is a set of systems, policies, practices, and leadership that are key to promoting organizational success and training and development effectiveness (Beer et al., 2016). An example of OD is bringing stakeholders together to identify improvement areas, then putting a plan into action with ongoing reflection and adjustments.

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Beer, M., Finnstrom, M. & Schrader, D. (2016). Why leadership training fails and what to do about it. *Harvard Business Review, 94*(10), 50-57.

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Rose Queens

HRD: What is it?

An overview for business

HRD-5343
Katherine Bailey
Maureen Kaiser
Indira Karimova

Evaluate each member (including you) by circling the number that best reflects the extent to which he/she participated, prepared, helped the group excel and was a team player. Use the following ratings:

4 Usually (over 90% of the time)   2 Sometimes (less than half the time)
3 Frequently (more often than not)   1 Rarely (never or once in a great while)

Preparation
Prepared for team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time to team meetings

Participation & Communication
Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate

Helps Group Excel
Expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages others to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects

Team Player (Cooperation)
Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others

Member Name	Team Player	Helps Group Excel	Participation & Communication	Preparation
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
(yourself)	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely

(Source: Adapted from Baker (2008), p. 205)

Please use this space for any additional comments.

_____

Honor Pledge: To the best of my recollection and ability, the above ratings accurately reflect the performance of my peers as well as mine.

Signature: _____   Date: _____