

HRD 6350 Disciplined Inquiry in HRD

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

Syllabus

Course: HRD 6350	Instructor: Greg G. Wang
Title: Disciplined Inquiry in HRD	Office: COB315.13
	3-4:30pm Tue/Thur
Section: 002	Office Hours: https://uttyler.zoom.us/my/gregwang
Semester: Fall 2024	Other Availability: By appointment
Class Time: See class schedule	Phone #: 903-565-5910
Location: SCOB 212	Email: gwang@uttyler.edu
	Preferred Contact: Email

Class Meetings (CMs):

1. 3:00 pm to 7:00 pm, September 6,
2. 3:00 pm to 7:00 pm, September 27,
3. 3:00 pm to 7:00 pm, October 18,
4. 3:00 pm to 7:00 pm, November 8,
5. 3:00 pm to 7:00 pm, December 6.

Course Description:

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

Learning Objectives:

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

- Disciplined thinking throughout the learning and research process, from deriving research questions, identifying gaps, reviewing the literature, to collecting and analyzing data and to reporting, and craft writing,
- Disciplined Processes
 - The ideation process,

- Standing on the shoulders of giants: The literature review process.
- Research ethics and integrity for excellence
- Compliance to IRB requirement

- Disciplined methodology
 - Research paradigms
 - Quantitative, qualitative, and mixed-methods
 - Methodological transparency and duplicability
 - Theory informed inquiry

- Disciplined results
 - Data collection, analysis,
 - Interpretation and reporting

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

Textbooks, Materials, and Readings:

Bell, E., Bryman, A., & Harley, B. (2019). *Business research methods* (5th ed). Oxford university press. (ISBN: 978-0-190-2545909-9) –Note: 4th edition will also be acceptable.
(There is a more updated edition, 6e in 2022 is also available. Either edition will be good)

Supplemental Resource:

APA publication manual (7th ed.). Washington, D.C.: American Psychological Association (or access the internet at www.apastyle.com).

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

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

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

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

Learning Requirement, Rationale, and Assessment Criteria

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

Grade Distributions

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

Final Course Grading:

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

Date of Final Exam:

Final presentation and Final paper due in Class Meeting 5 (CM5).

Date to Withdraw without Penalty:

Please see UT Tyler policy

Required Course Assignments and Activities

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

1. Active Class Engagement and Participation (10%)

Active class engagement includes attending all CMs, rigorously preparing for, and being actively involved in all class activities to share your thoughts on issues under discussion or analysis, both facilitated in class and in online format. Being present, being prepared, being respectful, and actively and thoughtfully engaged are critical aspects of this component of the final grade.

2. Completion of UT Tyler Office of Sponsored Research IRB Training (10%)

Before engaging in data collection for conducting research at UT Tyler, all Principal Investigators (PIs) and Co-Investigators (co-PIs) are required to complete online training

prior to any IRB submissions are submitted. Since doctoral students will be expected to engage in research activities during the course of the doctoral program, it will be expected that you complete the required 9 modules of the Socio-Behavioral CITI IRB training course. Evidence of successful completion of the required training will be provided through your earned certificate. A PDF copy of your online training certificate will need to be uploaded on a Canvas Assignments location. For online training, please visit: <https://www.citiprogram.org/>, or <https://about.citiprogram.org>

3. Group Dissertation Critiques and Presentation (15%; Due CM4)

You will form small groups each with 3 persons. Each group will collectively select a doctoral dissertation completed in the last 5 years and related to the group's research interest in HRD. Please do not restrict your selection of the dissertations to our own HRD program, but extend to the nation-wide PhD dissertation pool, including, but are not limited to, TXA&M, UIUC, UGA, JWU, UoM, Columbia, etc.

Prepare a thorough review and critiques on the dissertation based on guidelines provided below. The written critique should be 8 – 10 double-spaced pages excluding references. Please upload the original dissertation and your group critiques into the respective Discussions Critiques Link in Canvas. Group will present and discuss their critiques in CM4.

Guidelines for review and critiques:

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

Please note that to conduct a quality review, groups need to first understand the research status in the literature on the topical areas of selected dissertations. Therefore, additional literature readings by group members are needed and expected.

4. Completion of Online Plagiarism Prevention Training (5%; Due CM2)

This activity is a department requirement and critical for your success in dissertation research and writing. Please complete the online instructional module at <https://plagiarism.iu.edu/> and submit your certificate following a designated link in the Assignment link. You may also be required to send a copy of the certificate for your student files at the department office.

5. Preliminary research paper (20%; Due CM 3)

This is a preliminary research writing assignment toward your Final Research Paper. The paper could be one of your research topics you presented in the first class, or any other topic emerged in your learning process thus far. The paper must be structured following APA style with at least 7 double-spaced pages excluding references. The following offers more specific guidelines for you to consider in your first writing assignment:

a. Start with your paper with a general opening paragraph related to your topic but a higher level, funneling down gradually through 3-5 sentences. Each sentence would need at least one reference to show your statements were actually standing on the shoulder of "giants".

b. A separate section to describe the general phenomenon or background to situate your study. Again, all the texts and statements not only arranged in certain logic sequence, but also need references from the literature. The rationale is that your own study has not started, your research idea/topic must be rooted in the literature. This is the place to describe "what so?" This section needs solid literature justifications to show why this phenomenon is important. Depending on the scale of the phenomenon, the length of pages may vary significantly in this section.

c. Research problem: to go down further to the next level and more specific research problem of your interest. Here you would need to introduce specific concepts, constructs/variables, etc. and their existing interactions involving some unsolved puzzles, confusions, or inconsistencies in the literature with references support. This section may take quite a few pages in discussion.

d. From the problem statements, you may derive research purpose and/or research questions. Note that this is not a place to state your research hypothesis, which should be derived from solid literature reviews. This could be a short and sweet paragraph or half page section

e. Significance of the study. This part is to address "who cares and why" in HRD to show your study's relevance and importance to HRD research and practice. You may also extend the significance to general business settings, but HRD significance should be primary ones. In general, you need to discuss 3-5 significance or important aspects or contributions of the study to HRD, you may also list two subheadings separately on Significance for HRD research and Significance for HRD practice. This section could be 3-5 pages.

You will need a minimum of 7-8 pages excluding cover and references for this assignment and a dozen of references.

6. Final paper: A Draft Chapter One of your Dissertation Proposal (30%; Due 12/6)

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

- Research problem or phenomenon: describing an organizational or social phenomenon and identify the research problem;
- Research gap: Articulate research gap(s) based on a preliminary literature review;
- Research question(s): Derive research questions to address the research gap;
- Significance of the research: highlight the importance of the research for HRD research and practice;
- Optional section: Discuss initial considerations on research design and method (e.g., quantitative vs. qualitative), and associated with sampling, data collection, analysis, and limitations.

If you elect to take multi-paper format, the components and structure of your paper would be similar. Please refer to any published journal article for this option.

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

Note: You may download completed dissertations from UT Tyler library dissertation repository and follow their chapter structure and format to get started.

Final Presentation and Q&As (5%; Due CM5)

Presentation Guidelines for scholarly communications:

- Your presentation will be based on your final paper above.
- You have about 8 minutes for the presentation as a common practice in many scholarly conference sessions, followed by a 3 min. Q&A discussion.
- Please prepare no more than 6 slides for the presentation.
- It is a good idea to practice your presentation in advance for time management.
- The audience will have opportunity to engage in scholarly dialogues. So be prepared for questions regarding your final paper from the audience.
- Those of you in the audience are expected to challenge and/or critique the presentation as in a conference session.

Please bring some handouts of your PPT for your peers if necessary.

Evaluation Rubrics:

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

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

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

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

APA Style: All written assignments must be type written on a word processor or computer. All papers should be double-spaced and are expected to use 7th edition APA reference style on all written assignments. All written assignments should be spell checked prior to submission.

Statement of AI Uses

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.

For this course, I expect all assignments students submit to be their own work. 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.

Tentative Class Agenda

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

CM 1. Introduction: Disciplined Thinking

- Overview of the Syllabus: Expectations and Requirements
- The nature of disciplined inquiry: strategies, process and design
- The HR Wheel: Disciplined inquiry for what domain in what boundary
- What is disciplined thinking: Relevance and rigor
- Two optional dissertation formats: Traditional vs. multi-paper
- Present your three research ideas/topics

Assignments Due:

- Read Chapters 1—3 of the textbook and required readings;
- Share your three research ideas or topics;
- Upload your vita as an attachment in the designated link in the discussion forum;
- Review AHRD website at www.ahrd.org
- Complete online discussion “Getting to Know Our Learning Community” in the Canvas Discussion section. Please see instructions on Canvas.
 - Post a brief bio-sketch of yourself with a photo imbedded in the post. Please avoid using attachments for easier access. Your post should include the following:
 - Your research interest and career goal,
 - Your experience related to your research interest,
 - Remember to leave your permanent contact info there.
- Any professional/personal/life experiences or hobbies you are willing to share.

Required Readings:

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

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

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

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

CM 2. Disciplined Process and Behavior

- *Guest lecture: Nick Bambach, Professional Librarian*
 - Strategies and approaches to take advantage of library resources for
 - literature search and re-search
 - Databases for HRD related literature
 - Other associated approaches, channels for research, tips on library-based research
- The process of disciplined inquiry: Nature of scholarly inquiry
- General thinking process and attributes of scholarly inquiry
- Planning research and formulating research questions
- Commonality of quantitative and qualitative research
- Setting up the stage: Chapter 1 structure
- fine-tune research ideas, or research questions.

Assignments Due:

- Complete Chapters 4—6, and required readings;

- Complete plagiarism prevention certificate and upload to assignments link
- Complete reading of assigned articles
- Prepare questions for the Professional Librarian to address regarding your research needs and concerns.

Readings:

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

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

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

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

CM 3. Disciplined Methodology, Part I

- Developing of research ideas
- The IRB process and requirements
- Research paradigms: The sources of quantitative and qualitative methods
- The nature of quantitative research
- Quantitative research design and process

Assignment Due:

- Chapters 7-10, 15
- Complete IRB online training between session 2 and session 3. Upload your certificate to Canvas before session 3.
- Complete required readings.
- Preliminary research paper due.

Required Readings:

Aguinis, H., Ramani, R. S., & Alabduljader, N. (2018). What you see is what you get? Enhancing methodological transparency in management research. *Academy of Management Annals*, 12(1), 83-110.

Yu, M., Zheng, X., Wang, G. G., Dai, Y. & Yan, B. (2018). When does motivation to learn reduce innovative behavior? An Examination of Mediated-Moderation Model. *Baltic Journal of Management* 13(4), 564-581.

- Gu, Q., Wang, J., and Wang, G. G. (2016). Effects of internal and external sources on innovation performance in Chinese high-tech SMEs: *A resource-based perspective*. *Journal of Engineering and Technology Management*, 40(2), 76-86. DOI: 10.1016/j.jengtecman.2016.04.003
- Gu, Q., Wang, G. G. and Wang, L. (2013). Social capital and innovation in R&D teams: The mediating roles of psychological safety and learning from mistakes. *R&D Management*. 43(2), 89—102.
- Ruona, W. E. A., & Lynham, S. A. (2004). A philosophical framework for thought and practice in human resource development. *Human Resource Development International*, 7(2), 151-164.
- Wang, G. G. (2010). Theorizing e-learning participation: An empirical study of HRD online communities in the United States. *European Journal of Industrial Training*, 34(4), 344-364.

CM 4. Disciplined Methodology, Part II

- The nature of qualitative research
- Qualitative research design
- The quant-qual divide
- Mixed-methods
- Dissertation critiques group discussion
- Learning Reflections: Your thoughts on the 3 research ideas in the first session.

Assignment due:

- Chapters 17-20, 27 and required readings
- Group presentations for dissertation critiques
- Working toward your final paper

Required Readings:

- Anderson, V. (2017). Criteria for evaluating qualitative research. *Human Resource Development Quarterly*, 28(2), 125-133.
- Wang, J. & Wang, G. G. (2006b). Participation of management training in a transitioning context: A case of China. *Human Resource Development Quarterly*, 17(4), 443-473.
- Wang, J., & Wang, G. G. (2006a). Exploring national human resource development: A case of China management development in a transitioning society. *Human Resource Development Review*, 5(2), 176-201.

CM 5. Disciplined Outcomes and Results

Presentations and wrap-up

Assignment due:

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

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

Supplemental Readings

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

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

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

Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. *Harvard Business Review*, (September), 67-74.

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

Gubbins, C. & Rousseau, D. M. (2015). Embracing translational HRD research for evidence-based management: Let's talk about how to bridge the research-practice gap. *Human Resource Development Quarterly*, 26(12), 109-125.

Ellinger, A. D., Anderson, V., Gubbins, C., Lunn, M. L., Nimon, K. F., Sheehan, M., & Werner, J. (2013). The generous spirit of the peer review process: Perspectives and insights from the *HRDQ* editorial team on providing high quality reviews. *Human Resource Development Quarterly*, 24(4).

Ellinger, A. D., & McWhorter, R. (2016). Qualitative case study research as empirical inquiry. *International Journal of Adult Vocational Education and Technology*, 7(3), 1-10).

Ellinger, A. D., & Yang, B. (2011). Creating the whole from the parts. In T. S. Rocco & T. Hatcher & Associates (Eds.), *The Handbook of Scholarly Writing and Publishing* (pp.115- 124). San Francisco, CA: Jossey-Bass.

Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research*, 26(13), 1753-1760.

Merriam, S. B., & Simpson, E. L. (1995). *A guide to research for educators and trainers of adults* (2nd ed.). Malabar, FL: Krieger Publishing Company.

Onwuegbuzie, A. J., & Corrigan, J. A. (2014). Improving the quality of mixed research reports in the field of human resource development and beyond: A call for rigor as an ethical practice. *Human Resource Development Quarterly*, 25(3), 273-299.

Ruona, W. E. A., & Lynham, S. A. (2004). A philosophical framework for thought and practice in human resource development. *Human Resource Development International*, 7(2), 151- 164.

Summers, J. O. (2001). Guidelines for conducting research and publishing in marketing: From conceptualization through the review process. *Journal of the Academy of Marketing Science*, 29(4), 405-415.

Twining, P., Heller, R. S., Nussbaum, M., & Tsai, C. (2017). Some guidance on conducting and reporting qualitative studies. *Computers & Education*, 106, A1-A9.

Agarwal, R., Echambadi, R., Franco, A. P., Sarkar, MB (2006). Reap rewards: Maximizing benefits from reviewer comments. *Academy of Management Journal*, 49(2), 191-196.

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

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

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

Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. Sage.

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

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

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

- Carpenter, M. A. (2009). Editor's comments: Mentoring colleagues in the craft and spirit of peer review. *Academy of Management Review*, 34(2), 191–195. doi: 10.5465/AMR.2009.36982609
- Cascio, W. (2012). Methodological issue in international HR management research. *The International Journal of Human Resource Management*, 23(12), 2532-2545.
- Courville, T., & Thompson, B. (2001). Use of structure coefficients in published multiple regression articles: β is not enough. *Educational and Psychological Measurement*, 61(2), 229-248.
- Crescentini, A. & Mainardi, G. (2009). Qualitative research articles: Guidelines, suggestions and needs. *Journal of Workplace Learning*, 21(5), 431-439.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among the five approaches* (2nd ed.). Sage.
- Creswell, J. W., (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage. [Chapters 2, 3, and 4]
- Creswell, J. W. (2016). *Thirty essential skills for the qualitative researcher*. Sage.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Sage.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). *The landscape of qualitative research: Theories and issues* (2nd ed.). Sage.
- Doh, J. P. (2010). Introduction: Implications for practice - Core contribution or afterthought? *Academy of Management Learning & Education*, 9(1), 98–99. doi: 10.5465/AMLE.2010.48661193
- Dul, J., & Hak, T. (2012). *Case study methodology in business research*. Routledge.
- Fitzpatrick, K. (2010). Peer-to-peer review and the future of scholarly authority. *Social Epistemology: A Journal of Knowledge, Culture and Policy*, 24(3), 161-179.
- Flick, U. (2002). *An introduction to qualitative research* (2nd ed.). Sage.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Pearson Education.

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

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

Huberman, A. M., & Miles, M. B. (2002). *The qualitative researcher's companion*. Sage.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Olejnik, S., & Algina, J. (2000). Measures of effect size for comparative studies: Applications, interpretations, and limitations. *Contemporary Educational Psychology*, 24, 241-286. Oliver, P. (2012). *Succeeding with your literature review: A handbook for students*. Open University Press.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage.

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

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

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

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

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

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

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A Listing of Potential Publication Outlets for HRD Topics*

Asian Pacific Education Review
New Horizons in Adult Education and Human Resource Development
Adult Education Quarterly

The Canadian Journal of Adult Education Studies
The International Journal of Lifelong Education
The Journal of Continuing Higher Education
The New Zealand Journal of Adult Learning
The Pennsylvania Association for Adult and Continuing Education (PAACE) Journal of Lifelong

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

European Journal of Training and Development

Journal of Occupational and Organizational Psychology
Organization Science
Organization Studies

Personnel Psychology
Personnel Review
Leadership and Organization Development Journal

Organization Development Journal
Journal of Organizational Behavior
Journal of Vocational Behavior
Journal of Vocational Education Research
Journal of Human Resources
Career Development International
Education & Training
Industrial and Commercial Training
The International Journal of Educational Management
Journal of Educational Administration
Journal of Knowledge Management
Employee Relations
Journal of Managerial Psychology
Journal of Change Management
Journal of Organizational Change Management
Personnel Review
Administrative Science Quarterly
Human Relations
Women in Management Review
Training
T+D (ATD)
Performance Improvement
The Learning Organization Journal: An International Journal Business Horizons
International Business Review
Journal of International Management
Journal of World Business
International Journal of Management Reviews
The British Journal of Management
Journal of Management
SAM Advanced Management Journal
Journal of Management Studies
International Journal of Evidence Based Coaching and Mentoring

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

<http://www.utt Tyler.edu/cbt/facultydocs.php>

[Approved Publication Listing as of August 2016]

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

The Academy of Management (AOM)
The Academy of Human Resource Development (AHRD)
The Society for Advancement of Management (SAM)
The Southern Management Association (SMA)

The Adult Education Research Conference (AERC)
The Annual Conference on HRD Research and Practice Across Europe [The UFHRD

Conference Across Europe

The AHRD Asian Chapter Conference

Midwest Research to Practice Conference

The American Association for Adult and Continuing Education (AAACE)

Association for Talent Development (ATD) (Formerly

Association of Talent Development (ATD)

International Society of Performance Improvement (ISPI)

The International Conference on Researching Work and Learning Society of Human Resource Management Conference (SHRM) SCUTREA Conference

Transformative Learning Conference (Columbia University)

The Institute of Behavioral and Applied Management (IBAM)

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

Class Meeting Attendance Policy

Attending all five class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. Excused absences for religious holy days or active military services are permitted according to the policies outlined in the UT Tyler Graduate Handbook. One unexcused absence may result in a final grade reduced by one letter grade. Two or more unexcused absences from class will likely result in a grade of Incomplete (I) requiring the student to retake the course.

Learning Engagement and Participation

This course is designed as a hybrid format combining face-to-face instructions and online learning through Canvas discussion forum. You are expected to attend all the scheduled classroom sessions. Please also feel free to email me any time if you have learning related issues or questions.

Access to Library Resources

You have multiple options to access library resources. You may visit campus library or you may access the UT Tyler Online Library at <http://library.uttyler.edu>. For questions regarding UT Library, you may contact **Ms. Sarah Norrell**, our guest instructor and a professional librarian supporting Soules College of Business. Her contact information: **Work phone: 903-566-7472; email: snorrell@uttyler.edu.**

Writing Style and Format

All writing assignments are to follow APA 7 with 1” margins on all sides, double-spaced, 12 font-size Time New Roman, and left justified.

Scholarly writing takes time and effort. You may seek writing assistance in the UT Tyler Writing Center. A rule of thumb for this type of writing is to avoid colloquial or oral language, e.g., spell out “cannot” instead of “can’t” and avoid IM language such as LOL, OMG, etc.

Academic Honesty Statement

Academic dishonesty, such as unauthorized collusion, plagiarism, and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

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

Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class of the semester.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do Not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.