

HRD 6353: ADVANCED QUALITATIVE RESEARCH METHODS IN HRD (81996)

FALL 2024

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

Instructor: Dr. Yonjoo Cho (ycho@uttyler.edu), Professor (COB 315.21)
Class Time: 8/26 – 12/8 (Thanksgiving holidays: Week of 11/25)
In-Person Meetings: 9/7, 9/28, 10/19, 11/9, and 12/7 (Sat) at 8:00am to noon CT
Draft Presentation: 12/7 (Sat)
Classroom: COB 212
Office Hours: **Wednesday at 7:00pm until 8:30pm** – Reserve 15- or 30-minute for an individual clinic on a Google Doc
Communication: Canvas, email, Zoom, and telephone at 903-566-7260
Course Access: <https://uttyler.instructure.com/courses/42951>
Zoom: <https://uttyler.zoom.us/my/yjcho>

COURSE DESCRIPTION

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

COURSE OBJECTIVES/LEARNING OUTCOMES

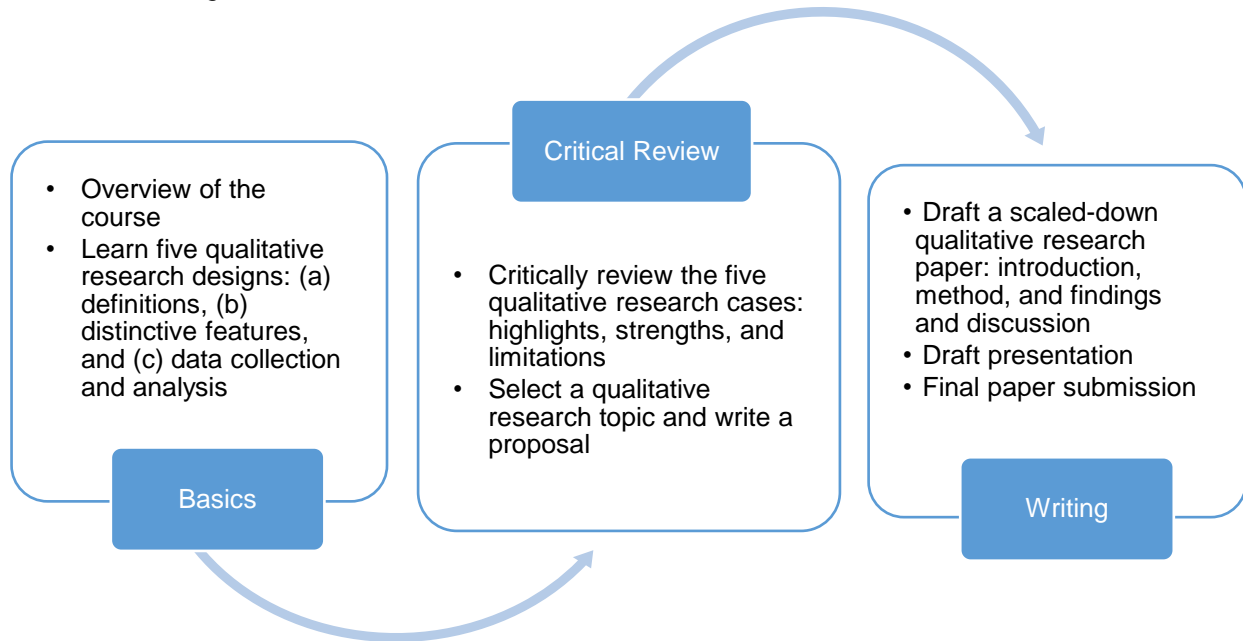
After completing this course, students will be able to:

- Define what qualitative research is in comparison with quantitative research
- Critically review five select qualitative research cases
- Compare five qualitative research designs
- Choose the most appropriate qualitative research design for a qualitative study
- Conduct a qualitative study based on a research design and methods chosen
- Work through the data collection and analysis process
- Write a scaled-down qualitative research paper on a step-by-step basis
- Peer-review an assigned student's writing to develop review and writing skills
- Reflect on the process of writing a qualitative research paper and class activities at the end

COURSE OUTLINE

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

Figure 1
The Course Design



In this course, the following topics will be covered:

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

CLASS FORMAT: HYBRID LEARNING

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

READ ME FIRST (Canvas Modules)

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

FEEDBACK-BASED

My teaching philosophy is that students should strive for excellence through my continued developmental feedback; therefore, I am going to provide detailed feedback whenever needed. In the process, you will learn how to meet assignment instructions as directed and improve writing as doctoral students using the APA formatting guidelines (2020) required in HRD.

To make this developmental process of assignments possible, seamless communication between you and me is highly encouraged:

- If you want to have an individual clinic, sign up for a 15 min or 30 min session on a Google Doc during office hours via Zoom.
- If your message is urgent, send me an email at ycho@uttyler.edu.

INSTRUCTOR EXPECTATIONS

This course is based on two-way communication between the instructor and students. I expect you to aim at achieving learning goals that meet quality standards at the doctoral degree level. It is YOU who should take responsibility for achieving 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, ask for further feedback until it makes sense to you.

Based on my teaching over the past 16 years in the United States, I must say with confidence that the most critical success factor for student learning is communication, communication, and communication, which requires a lot of leg work from the doctoral student end! The good news is that you know my teaching style and expectations as you took HRD 6312 in Spring 2024. 😊

ASSIGNMENTS AND DUE DATES

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

No	Topic		Point (%)	Due
1	Weekly Discussion Postings: (7 weeks x 20 pts)		140 (26)	1 Answer by Wed 2 Comments by Sat
2	Qualitative Research Paper	Topic Selection (10)	270 (51)	10/6
		One-Page Proposal (20) & Presentation (10)		10/13
		Introduction (30)		10/27
		Method (40) & Presentation (10)		11/3
		Findings & Discussion (50)		11/24
		Draft Paper (50) & Presentation (20)		12/2 (Mon)
		Draft Presentation		12/7
		Final Paper (30)		12/14 (Sat)
3	Class Participation	Introduce Yourself (10)	100 (19)	8/28 (Wed)
		Discussion Lead (20)		8/28 (decision)
		One-Page Comparison (30)		9/29
		Peer Review of 4 Writings (10x4)		10/30, 11/6, 11/27 & 12/4
4	Reflection Paper		20 (4)	12/14 (Sat)
Total:			530 (100)	

WEEKLY DISCUSSION POSTINGS (140 pts)

Each week, I will post a discussion question on Canvas Discussion, and discussion leaders will lead the week's discussion. Post one compact and pointed answer within a short paragraph by the end of **Wed** and two comments on other students' answers by the end of **Sat**. This assignment is worth 20 points each week: 10 points for an answer and 10 (5x2) points for two comments. Revise your answer based on my feedback by Sat to earn the full 20 points. See the following sample answer:

Question: How would you ensure validity, reliability, and ethics in qualitative research? **Answer:** In qualitative research, ensuring validity, reliability, and ethics is essential to producing trustworthy and credible results (Creswell & Poth, 2018). Qualitative research has faced criticism for lacking 'truth criteria' and using a non-replicable methodology (Anderson, 2017 p. 127). Merriam and Tisdell (2016) emphasize the use of triangulation, which involves cross-verifying findings through various methods or data sources, as a key strategy for enhancing research credibility. Reflexivity, as advocated by Berger (2015), fosters self-awareness among researchers, helping them recognize personal biases and reactions influencing research processes and findings. Tracy (2010) outlines markers of high-quality qualitative research, including a worthy topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethics, and meaningful coherence. Based on this week's reading, I would adopt triangulation, practice reflexivity, and prioritize ethical conduct to ensure validity, reliability, and ethics in my qualitative research. (quoted from Kelechi, 2023).

To lead a discussion as required, choose a week and write down your choice on a [Google Doc](#) (due: 8/28). Discussion lead is an excellent opportunity to manage a week's discussion so that you learn how to strengthen your knowledge of the topic and to ask probing questions to engage students in in-depth discussion. To that end:

- Read all required and optional readings.
- Read all students' postings.
- Respond to interesting or intriguing postings only and provide thoughtful feedback and/or ask probing questions with background information for in-depth discussion.
- To earn the full **20 points**, you must be present throughout the week of your choice, for a minimum of three days.

In the process of weekly discussions, doctoral students will better understand how to write well and develop critical thinking skills. I will provide feedback on your postings if you did not meet the posting requirements after the first due date (Wed), so that you can revise your answers by the second due date (Sat). Post your answer and two comments early so that you can engage other students in discussion (see **Appendix 1** for the postings rubric).

QUALITATIVE RESEARCH PAPER (270 pts)

Write a double-spaced, 15-page qualitative research paper, including tables, figures, and references, on your choice of an HRD topic. The purpose of this assignment is to see how much you understand a qualitative research process learned in class and how well you know how to write as directed. In this scaled-down paper, the key elements include: introduction (problem statement and theoretical background), method, findings and discussion (implications for HRD research and practice), and references. Also add appendices when needed.

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

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

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

Use a Times, Arial, or Calibri 11pt font size and make it compact and pointed. This single-spaced one-page proposal will be evaluated for criteria: inclusion of key elements, being thorough, one-page limit, the number of revisions, and writing (APA 7th ed.) (see **Appendix 2** for the proposal rubric and **Appendix 3** for a sample).

Qualitative Research Paper (double-spaced): After working through a qualitative research process and writing sections of the paper as directed, write a double-spaced, 15-page qualitative research paper, including the following key elements:

- Header: Add a page number on the upper right.
- Cover: Title your paper (centered) and add the information needed, to correctly follow the APA formatting guidelines.
- Introduction: State the purpose of the qualitative study in one sentence, provide a rationale for the selection of an HRD topic, state the problem, present the theoretical background, and state how the study will contribute to HRD. Add a bridging sentence that gives readers an overview of the paper
- Method: Provide a rationale for the selection of a qualitative research design and details on the qualitative research process: participants (at least three) and sampling, data collection, and data analysis (using *NVivo* is encouraged), and validity and reliability and **positionality** statements.
- Findings: Present study findings in the form of 3-4 themes and add a few powerful direct quotes as evidence when explaining themes
- Discussion: Highlight the significance of the study findings, implications for HRD research and practice, and study limitations.
- References
- Appendices: Appendix A: Interview Protocol

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

CLASS PARTICIPATION (100 pts)

Actively participate in class activities including: (a) personal introduction, (b) discussion lead, (c) one-page comparison, and (d) four peer-reviews of the assigned student's writing.

The purpose of the **one-page comparison** is to see students' understanding of five qualitative research designs in terms of distinctive features, strengths, and limitations. In a one-page word document, create a comparison table, followed by a compact and pointed explanation.

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

REFLECTION PAPER (20 pts)

Write a single-spaced, one-page reflection paper. This end-of-class reflection should include lessons learned from class activities and writing assignments. To that end, include: (a) a title, purpose, and introduction, (b) key points of lessons learned, and (c) suggestions/conclusions. Particularly, title the reflection paper to aptly sum up your semester-long learning experience. Use a Times, Arial, or Calibri 11pt font size and make it compact and pointed.

GRADING GUIDELINES

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

COURSE POLICIES

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 UT Tyler's 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.

Class Meeting Attendance

Attending all class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. Excused absences for religious holy days or active military 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.

Late Work

No credit will be given for late assignments unless the student's provider and/or UT Tyler's system prevents the student from submitting a discussion post, assignment, or quiz. The student is responsible for contacting the instructor, providing evidence of submitting any missed work within 24 hours.

Academic Dishonesty Statement

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

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

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

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

UNIVERSITY POLICIES and UT TYLER RESOURCES FOR STUDENTS

Information is available on 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 that the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. To accomplish these goals, both students and faculty of the Soules College of Business at The University of Texas at Tyler will:

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

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

RESOURCES

HRD PhD Program Handbook (2022)

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

APA Formatting Guidelines

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

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

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

HRD Journals: Five representative HRD journals include:

- *Advances in Human Resource Development* ([ADHR](#)),
- *European Journal of Training and Development* ([EJTD](#)),
- *Human Resource Development International* ([HRDI](#)),
- *Human Resource Development Quarterly* ([HRDQ](#)), and
- *Human Resource Development Review* ([HRDR](#)).

HRD Masterclass Podcast Series (hrdmasterclass.com): The Academy of Human Resource Development ([AHRD](#)), which is the premier organization in HRD, has published several podcast series that explore the fundamentals and different aspects of HRD. Each episode includes a one-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. This is an outstanding resource to understand the most current topics and foundations of HRD.

TEXTBOOK

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

RECOMMENDED

Bell, E., Bryman, A., & Harley, B. (2019). *Business Research methods* (5th ed.). Oxford University Press.

Glaser, B. G., & Strauss, A. L. (1999). *The discovery of grounded theory: Strategies for qualitative research*. Routledge.

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

Paulus, T. M., & Lester, J. N. (2022). *Doing qualitative research in a digital world*. SAGE.

Pollock, T. G. (2021). *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes*. Edward Elgar Publishing.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE.

QUALITATIVE RESEARCH CASES

Basic Qualitative Research – Case 1

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

Grounded Theory – Case 2

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

Phenomenology – Case 3

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

Ethnography – Case 4

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

Case Study – Case 5

Yeo, R. K., & Li, J. (2022). Breaking the silence of psychological impact while working from home during COVID: Implications for workplace learning. *Human Resource Development International*, 25(2), 114-144. <https://doi.org/10.1080/13678868.2022.2047149>

REQUIRED READINGS

As a doctoral student, search all journal articles on your own through the UT Tyler library system or click on the hyperlinked doi numbers in the course syllabus I made for you. I posted all book chapters in Canvas Files ("weekly readings").

Week 1 (8/26 – 9/1) – Introduction

Bell, E., Bryman, A., & Harley, B. (2019). Chapter 17: The nature of qualitative research. In *Business research methods* (5th ed.) (pp. 355-387). Oxford University Press.

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

Peshkin, A. (1988). In search of subjectivity—One's own. *Educational Researcher*, 17(7), 17-21. <https://doi.org/10.3102/0013189X017007017>

Week 1 – Optional

Cho, Y. (2023). Editorial: Special issue on qualitative methods for theory building in HRD: Why now? *Human Resource Development Review*, 22(1), 3-6. <https://doi.org/10.1177/15344843221146358>

Week 2 (9/2 – 9/8) – **Five Qualitative Research Designs**

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

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

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

Week 2 – Optional

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

Week 3 (9/9 – 9/15) – Study Focus and Cases 1 and 2

- Cho, Y., Park, J., Han, S. J., & Ho, Y. (2019). "A woman CEO? You'd better think twice!": Exploring career challenges of women CEOs at multinational corporations in South Korea. *Career Development International*, 24(1), 91-108. <https://doi.org/10.1108/CDI-03-2018-0078>
- Creswell, J. W., & Poth, C. N. (2018). Chapter 6: Introducing and focusing the study. In *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) (pp. 127-146). SAGE.
- Lundgren, H., Poell, R. F., & Kroon, B. (2019). "This is not a test": How do human resource development professionals use personality tests as tools of their professional practice? *Human Resource Development Quarterly*, 30, 175-196. <https://doi.org/10.1002/hrdq.21338>

Week 3 – Optional

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

Week 4 (9/16 – 9/22) – Data Collection and Cases 3 and 4

- Creswell, J. W., & Poth, C. N. (2018). Chapter 7: Data collection. In *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) (pp. 147-180). SAGE.
- Hutchins, H. M., & Rainbolt, H. (2017). What triggers imposter phenomenon among academic faculty? A critical incident study exploring antecedents, coping, and development opportunities. *Human Resource Development International*, 20(3), 194-214. <https://doi.org/10.1080/13678868.2016.1248205>
- Keshtiban, A. E., Callahan, J., & Harris, M. (2023). Leaderlessness in social movements: Advancing space, symbols, and spectacle as modes of "leadership". *Human Resource Development Quarterly*, 34(3), 19-43. <https://doi.org/10.1002/hrdq.21460>

Week 4 – Optional

- Barley, S. R. (2016). Confessions of a mad ethnographer. In K. D. Elsbach & R. M. Kramer (Eds.), *Handbook of qualitative organizational research: Innovative pathways and methods* (pp. 465-475). Routledge.

Week 5 (9/23 – 9/29) – Data Analysis, Case 5, and Comparison

- Creswell, J. W., & Poth, C. N. (2018). Chapter 8: Data analysis and representation. In *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.) (pp. 181-223). SAGE.
- Yeo, R. K., & Li, J. (2022). Breaking the silence of psychological impact while working from home during COVID: Implications for workplace learning. *Human Resource Development International*, 25(2), 114-144. <https://doi.org/10.1080/13678868.2022.2047149>
- Lester, J., Cho, Y., & Lochmiller, C. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94-106. <https://doi.org/10.1177/1534484320903890>

Week 5 – Optional

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

Week 6 (9/30 – 10/6) – Validity, Reliability, and Ethics

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

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

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

Week 6 – Optional

Tracy, S.J. (2010). Qualitative quality: Eight “Big Tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851. <https://doi.org/10.1177/1077800410383121>

Week 7 (10/7 – 10/13) – Writing a One-Page Proposal

Bell, E., Bryman, A., & Harley, B. (2019). Chapter 7: Writing up business research. In *Business research methods* (5th ed.) (pp. 137-159). Oxford University Press.

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

HRD 6353 COURSE SCHEDULE¹²

Meeting	Week	Topic	Reading	Assignment
Meeting 1 (9/7) - Overview	1 (8/26-9/1)	Introduction: what is qualitative research?	<ul style="list-style-type: none"> Bell et al. (2019)-ch17 Creswell & Poth-ch3 Peshkin (1988) 	<ul style="list-style-type: none"> Introduce yourself (8/28) Discussion lead (8/28) Discussion 1: 1 answer (8/28) & 2 comments (8/31)
	2 (9/2-9/8)	<ul style="list-style-type: none"> Course overview 5 qualitative research designs 	<ul style="list-style-type: none"> Creswell & Poth-ch4 Merriam & Tisdell-ch2 Zarestky (2023) 	Discussion 2
Meeting 2 (9/28) – Comparison of Qualitative Research Designs	3 (9/9-9/15)	<ul style="list-style-type: none"> Study focus Case 1 (Basic qualitative research) Case 2 (Grounded theory) 	<ul style="list-style-type: none"> Cho et al. (2019) Creswell & Poth-ch6 Lundgren et al. (2019) 	Discussion 3
	4 (9/16-9/22)	<ul style="list-style-type: none"> Data collection³ Case 3 (Phenomenology) Case 4 (Ethnography) 	<ul style="list-style-type: none"> Creswell & Poth-ch7 Hutchins & Rainbolt (2017) Keshtiban et al. (2023) 	Discussion 4
	5 (9/23-9/29)	<ul style="list-style-type: none"> Data analysis Case 5 (Case study) Comparison of 5 research designs 	<ul style="list-style-type: none"> Creswell & Poth-ch8 Yeo & Li (2022) Lester et al. (2020) 	<ul style="list-style-type: none"> Discussion 5 One-page comparison (9/29)
Meeting 3 (10/19) – Writing a Proposal	6 (9/30-10/6)	Validity, reliability, and ethics	<ul style="list-style-type: none"> Anderson (2017) Berger (2015) Merriam & Tisdell (2016) 	<ul style="list-style-type: none"> Discussion 6 Topic selection (10/6)
	7 (10/7-10/13)	Writing a one-page proposal	<ul style="list-style-type: none"> Bell et al. (2019)-ch7 Creswell & Poth (2018)-ch9 	<ul style="list-style-type: none"> Discussion 7 One-page proposal and presentation file (10/13)
	8 (10/14-10/20)	Proposal presentation and reflection		

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

² Data collection and analysis should be done on an individual basis.

Meeting	Week	Topic	Reading	Assignment
Meeting 4 (11/9) – Writing Method	9 (10/21-10/27)	Writing Introduction	Pollock (2021)-ch5 & ch9	Introduction (10/27)
	10 (10/28-11/3)	Writing Method	Pollock (2021)-ch7	• Peer review 1 (10/30) • Method and presentation file (11/3)
	11 (11/4-11/10)	Method: Presentation, peer review, and reflection		Peer review 2 (11/6)
Meeting 5 (12/7) – Draft Presentation	12 (11/11-11/17)	Writing Findings and Discussion	Pollock (2021)-ch8	Findings and Discussion (11/24)
	13 (11/18-11/24)			
	14 (11/25-12/1)	Thanksgiving Week		Peer review 3 (11/27)
	15 (12/2-12/8)	Draft Presentation (12/7) Final Submission Reflection		Draft paper and presentation file (12/2) Peer review 4 (12/4) Final paper (12/14) Reflection paper (12/14) Course Evaluation

APPENDIX 1: Weekly Discussion Postings

Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meet two deadlines (Wed & Sat)	All required posts (an answer and two comments) were submitted by the two deadlines	Not all posts were submitted after the deadline	All posts were submitted after the deadline or were not submitted
Cite required readings to answer the week's discussion question	All required readings were cited to answer the week's discussion question	Not all required readings were cited	No required readings were cited
Write in a compact and pointed way and follow the APA formatting guidelines (7 th ed.)	All posts followed the APA style and were written within a short paragraph in a compact and pointed manner	All posts did not follow the APA or were not written within a short paragraph in a compact and pointed manner	All posts did not follow the APA style and were not written within a short paragraph in a compact and pointed manner or were not submitted

APPENDIX 2
One-Page Proposal Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Key Elements	All key elements are included: title, purpose (one sentence), introduction (problem statement and theoretical background), method, and discussion (implications for HRD research and practice), and references	One or two of the key elements is/are missing: title, purpose (one sentence), introduction (problem statement and theoretical background), method, and discussion (implications for HRD research and practice), and references	Two or more of the key elements are missing: title, purpose (one sentence), introduction (problem statement and theoretical background), method, and discussion (implications for HRD research and practice), and references
Being Thorough	The proposal is thorough as it gives an excellent idea about the qualitative research process	The proposal is mostly thorough. It gives a good idea about the qualitative research process but needs more detail to be thorough	The proposal is not thorough since it doesn't give an idea about the qualitative research process and needs much more detail to be thorough
Page Limit	The proposal is written in one page as required	The proposal is a bit longer than one page, violating the assignment requirement	The proposal is more than one page, violating the assignment requirement
Revision	No revision is required after the first submission of the proposal	One revision is required after the first submission of the proposal	More than one revision is required after the first submission of the proposal
Writing	The proposal is written in a compact and pointed manner following the correct APA (7 th ed.) formatting guidelines	The proposal is mostly written in a compact and pointed manner, includes a few typos, and doesn't follow the correct APA (7 th ed.) formatting guidelines	The proposal is not written in a compact and pointed way, includes several typos, and doesn't follow the correct APA (7 th ed.) formatting guidelines

APPENDIX 3: One-Page Proposal Sample

HRD 6353: Advanced Qualitative Research Methods in HRD

Wesley B. Wilson

Career Experiences of Non-Degreed Professionals: A Qualitative Study

Purpose

The purpose of this study is to explore personal experiences, motivations, and pathways of non-degreed professionals who have advanced in their careers to roles traditionally held by individuals with higher academic degrees.

Introduction

Throughout my career in the tech industry, I noticed very few leadership and advanced-level positions were held by individuals with lower academic degrees. As one of those few individuals myself, holding a senior leadership or executive position within a tech firm without having had a four-year college degree, I noticed similarities between my own experiences and colleagues with similar educational backgrounds. With little attention in the literature directed to identifying traits and experiences held by successful non-degreed professionals, I desire to identify themes within the personal stories of this marginalized group. Becker's human capital theory (1964) indicated that organizations invest in the acquisition, development, and retention of relevant skills to maintain vitality and competitive advantage. Self-determination theory (Ryan & Deci, 2000) argues that human motivation and personality factors affect individuals' needs for competence, relatedness, and autonomy. With increasing polarization of the workforce in the United States and an uptick in technology-related changes in the labor market (vom Lehn, 2020), coupled with consecutive declines in college enrollment (Causey et al., 2023), the career mobility and development of non-degreed professionals has become increasingly important. However, a gap in the literature exists on the topic of the common traits and experiences of individuals who have achieved high levels of success in their careers without a traditional baccalaureate degree.

Method

I will use a basic qualitative research design (Merriam & Tisdell, 2016), employing semi-structured interviews with a purposeful sample of non-degreed professionals in leadership positions to identify relevant personal experiences and perceptions. I will conduct interviews via Zoom, along with an interview protocol derived from pilot interviews. I will use a thematic analysis (Lester et al., 2020) to code and analyze transcripts and to identify themes and patterns.

Implications for HRD Research and Practice

In this study, I intend to advance HRD research through personal accounts of non-degreed professionals with an emphasis on experiences and traits that may relate to their career success and performance in leadership and advanced roles. This investigation may serve to reveal motivating factors, challenges and opportunities, and potential predictors of career success of non-degreed individuals, thus suggesting practical implications for their career development as well as a future research agenda on testing outcomes suggested by this qualitative study.

References

- Becker G. (1964). *Human capital: A theoretical and empirical analysis with special reference to education*. Columbia University Press.
- Causey, J., Cohen, J., Lee, S., Ryu, M., & Shapiro, D. (2023). *Current term enrollment estimates expanded edition: Fall 2022*. National Student Clearinghouse Research Center. <https://bit.ly/41dd1u6>
- Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94–106. <https://doi.org/gjf737>
- Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *The American Psychologist*, 55(1), 68-78. <https://doi.org/c48g8h>
- vom Lehn, C. (2020). Labor market polarization, the decline of routine work, and technological change: A quantitative analysis. *Journal of Monetary Economics*, 110, 62–80. <https://doi.org/ghkd3t>

APPENDIX 4
Final Paper Rubric

Criteria	Rating			
	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Elements - <i>Did you include all key elements of the final paper?</i>	The paper includes all the key elements: cover page (title), introduction, method, findings, discussion, and references.	The paper includes all but one or two of the required elements as listed.	The paper includes all but two or more of the required elements as listed.	The paper is not submitted, or it does not include many of the required elements as listed.
Selection of a Qualitative Research Design – <i>Did you select the most appropriate qualitative research design?</i>	The paper provides a very clear rationale for the selection of a qualitative research design.	The paper provides a somewhat clear rationale for the selection of a qualitative research design.	The paper does not provide a clear rationale for the selection of a qualitative research design.	The paper is not submitted or does not provide a rationale for the selection of a qualitative research design.
Relevance to HRD - <i>Is the paper relevant to HRD?</i>	The paper is grounded in HRD. Content is pointed and clear and sufficiently detailed.	For the most part, the paper is grounded in HRD. Content is mostly pointed and clear but is not sufficiently detailed.	The paper is rarely grounded in HRD. Content is not pointed and clear, and/or is not sufficiently detailed.	The paper is not grounded in HRD. Content is not pointed and clear and not sufficiently detailed, or the paper is not submitted.
Organization and Logical Flow - <i>Is the paper well-organized with a logical flow?</i>	The paper is well-organized, and ideas flow logically. Writing demonstrates an understanding of the HRD literature.	The report is adequately organized, and ideas are arranged reasonably. Writing demonstrates an understanding of the HRD literature.	The paper is somewhat organized, and ideas do not flow well. Writing does not demonstrate an understanding of the HRD literature.	The paper lacks logical organization. Writing does not demonstrate any understanding of the HRD literature, or the paper is not submitted.
Clarity - <i>Is the paper written in ways that HRD professionals can easily understand?</i>	The paper is well written, clear, free from grammar and spelling errors. Ideas are clearly stated for HRD professionals to easily understand.	The paper shows above-average quality and clarity in writing. Ideas are mostly well-stated for HRD professionals to easily understand.	The paper shows an average quality of writing. Most ideas are not well-stated for HRD professionals to understand.	The paper shows a below-average writing quality. Ideas are not well-stated for HRD professionals to understand, or the paper is not submitted.
Attention to Details - <i>Did you follow the APA (7th ed.) formatting guidelines?</i>	The paper demonstrates authors' ability to pay attention to detail; the APA formatting guidelines are used in text and references.	The paper demonstrates authors' ability to pay attention to detail, but there are minor issues noted in APA formatting guidelines in text and references.	The paper does not demonstrate authors' ability to pay attention to detail. Several errors are noted in APA formatting guidelines in text and references.	The paper does not demonstrate authors' ability to pay attention to detail. Many errors are noted in APA formatting guideline in text and references, or the paper is not submitted.