HRD 5343-560: Foundations of Human Resource Development

Summer 2024

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

Instructor:	Dr. Greg Wang, Professor (gwang@uttyler.edu)
Class Time:	May 13 – Aug 3, 2024
Office Hours:	Tue & Thu at 3:30 pm – 5:00 pm CST (or by appointment)
Communication:	Canvas, emails, and Zoom
Course Access:	https://uttyler.instructure.com/courses/41148
Zoom:	https://uttyler.zoom.us/my/gregwang

COURSE DESCRIPTION

Program Catalog description: Study of the set of systematic and planned activities designed by an organization to provide its employees with the necessary skills to meet current and future job demand; learning and human resource development, needs assessments, task analysis, designing and implementing training programs, evaluating training programs, career development, and organizational development.

In the western sense especially in the United States and western Europe, human resource development (HRD) is defined as the process of increasing the capacity of human resources in organizations through learning and development. In this foundational course, students will learn classic area of HRD integrating training and development (T&D), career development (CD), and organization development (OD) in the western context.

HRD as a field has affinity with other fields such as human resource management (HRM), human performance technology (HPT), and instructional technology (IT). HRD as a practice has great potential because it requires us to view the HRD field in a more integrated and complicated way as with the emerging topics such as diversity and the role of HRD (e.g., leadership).

However, recent theorizing also revealed the dark side of HRD in extended contexts where authoritarian systems dominate, such as in China, North Korea, and other countries. We will also touch on the new research frontier to understand HRD in a global setting.

LEARNING OBJECTIVES

At the completion of the course, students will be able to:

- Explain definitions, concepts, principles, and approaches to HRD
- Articulate distinctive features of three domains of HRD: T&D, CD, and OD
- Develop critical thinking skills through critiquing on selected journal articles, commenting on other students' postings, and weekly discussions
- Understand the impact of technology on HRD
- Develop in-depth understanding of HRD through interviews
- Develop technology-based communication skills
- Reflect on class activities, teamwork, writing assignments, and lessons learned

COURSE OUTLINE

This course is divided into three modules each covering a specific foundation of HRD:

- Get started: Introduction and overview
- Module 1—HRD Conceptual fundamentals: Concept, definition, and theory
    - What HRD is all about in organizations
    - Definitions: The nature or function of HRD?
    - Difference between HRD and HRM
    - Theory of HRD
- Module 2—HRD Components and Subfields
    - Training & Development
    - Career Development
    - Organization Development
- Module 3—HRD Processes and Practices
    - Performance gap and needs analysis
    - Approaches to HRD interventions
    - Competencies of HRD practitioners
    - Emerging Trends in HRD

- Position Paper Submission and Reflection

Career development video: TEDx-- The Psychology of Career Decisions | Sharon Belden Castonguay

https://www.youtube.com/watch?v=4e6KSaCxcHs

SYNCHRONOUS MEETINGS

I will provide weekly office hours via Zoom (https://uttyler.zoom.us/my/gregwang) on Tuesdays and Thursdays between 3:30 pm and 5:00 pm CST so that you can ask any questions relevant to your course learning (please note that if you don't show up in the first 10 minutes, I will be off the zoom). You may contact me for a one-on-one meeting through emails as well if needed.

INSTRUCTOR EXPECTATION

Online learning is best accomplished through interactions and communications through online discussions. I expect that you are self-driven and aim at achieving learning goals that meet the quality standards at the master's level. It is YOU that should take responsibility of reaching the learning goals and completing all assignments and class activities. In the process, I will be there to provide you with feedback and learning facilitation. If assignment guidelines are unclear, ask me clarifying questions. If you do not understand my evaluation, ask for my extra feedback until it makes sense. As this is the first required course in the master's degree in HRD at UT Tyler, I do hope that it will set the expectation for what to do (e.g., writing) and what not to do (e.g., plagiarism) to establish an optimum quality of learning in the degree program. The bottom line is to learn as intended to become an informed HR(D) practitioner. To get there, be open to learn new and unfamiliar knowledge and skills (e.g., APA)!

Artificial Intelligence (AI)
AI is an im[1]portant tool in our lives today. However, it is not a substitute for your independent thought and should not be used to write papers. AI screening tools and plagiarism checkers will be utilized in this class.

ASSIGNMENTS AND DUE DATES

You are required to complete five assignments: weekly postings, three one-pagers on HRD domains (T&D, CD, & OD), a final position paper, a reflection paper, and class participation activities. Note that all due time is 11:59pm on the specified date in the following table.   .

Week	Module	Assignment	Point	Due
1-4	Module 1	Week 1 Self Introduction & interactions	15% (for 4 weeks of discussions)	5/18
		Week 2 Discussion & interactions		5/25
		Week 3 Discussion & interactions		6/1
		Week 4 Discussion & interactions		6/8
		Critique article	15%	6/9
5-8	Module 2	Week 5 Discussion & interactions	15% (for 4 weeks of discussions)	6/15
		Week 6 Discussion & interactions		6/22
		Week 7 Discussion & interactions		6/29
		Week 8 Discussion & interactions		7/6
		Interview Report	20%	7/7
9-12	Module 3	Week 9 Discussion & interactions	15% (for 4 weeks of discussions)	7/13
		Week 10 Discussion & interactions		7/20
		Week 11 Discussion & interactions		7/27
		Week 12 Discussion & interactions		8/3
		Final Paper	20%	8/4
12	**Total**		**100%**	

Weekly Discussion Postings (45%)

The required weekly online discussion is not only to a way of learning, but an important approach to practice your independent and critical thinking skills. Other than the week 1 post, all other weekly discussions are specifically HRD related. Post one **compact and pointed answer** to the discussion question by the end of **Wednesday** and two comments on other students' answers by the end of **Saturday.** Choose a week to play a discussion lead role. To engage in discussions, you are required to do the following:

- Read all required readings and optional readings
- Read all discussion posts and responses to the week's discussion question
- Respond with thoughtful answers and ask probing questions for in-depth discussion as specified in the discussion forum

In this course, meeting the **APA formatting guidelines** (2020) is required because it is the writing style required in HRD Department at UT Tyler. You may find more details online at www.apastyle.org. You must follow the APA style in all writing assignments in this course.

Article Critiques (15%)

You need to identify a peer-reviewed published paper a particular subject of HRD and following the requirement below. You may choose any article in the reading list in this course. You are also encouraged to select peer-reviewed articles outside the reading list as long as they are relevant to the topic of this course. (Note: Please do not use articles from general or commercial websites. It has to have a journal title and volume/issue and page numbers.)

Requirements:

- Briefly summarize why the article is important for students in HRD 5343. (e.g., How does it relate to the course content? Why is it important to enhance our understanding for HRD?)
- Summarize the article's content: No more than 1 page and use your own words to capture the essence of the article. Please avoid copying from the abstract.
- Discuss the practical applications (if any) of the article for practitioners. What should they be able to do or to learn in HRD after reading the article?
- Critique the article, discuss any weaknesses or any occasions when you think the author's theory, model, process or ideas won't work and explain why with literature support. Note that a major portion of your grade will depend on the quality of your critiques.

- The paper should be at least 4 double-spaced typed pages in length excluding cover page.
- You are strongly encouraged to reference additional research articles. Please structure your writing with headings and subheadings.

Interview Report

You will identify an HRD practitioner, either internal employee, manager, or external consultant to an organization in the field of HRD. The person could be in a function such as training, performance improvement, instructional design, organization effectiveness, or organizational development in any industry or sector (not in HR management on recruiting or benefit areas). The person may bear a job title such as HR Generalist/Manager, Training Manager, Instructional Designer, Organization Effectiveness Specialist, Performance Consultant, and HR Analyst.

You may conduct the interview in person, by telephone, or via any online technologies, e.g., Zoom or Skype. Ask questions at least in the following areas:
- Background information: What is your role in the organization that is related to HRD? In what department are you in, and what is the general function in that department?
- HRD area: What are some of your typical projects that help developing the human resources in the organization?
- HRD Foundational: What foundational theories or models of HRD is/are relevant to your daily projects and/or the departmental functions?
- Projects related to HRD: Can you describe a most recent or most important example of your HRD project, including the following
  a.   Background of the project: was it targeted to a human resources or performance problem?
  b.   What was the performance problem or problems related to employees, and how it was identified?
  c.   What was the solution and outcome(s)?
- Advice the person may offer to new HRD practitioners just received a Master degree from UT Tyler based on his/her field HRD experiences.
- Offer your learning reflections in relation to the course as a result of the interview.

Please note that the interview report needs to be focused and structured with subheadings. *The report should NOT be the verbatim interview transcripts*. Necessary analysis or interpretations based on the HRD theories or models learned is expected. Minimum page: 8, excluding references.

Please think ahead and prepare the interview early in the semester. This may lead you to ideas on the final project.

Final Position Paper (25%)

Based on your understanding of three components of HRD and your past or current experience, develop a position paper as the final output of your learning. This is an opportunity to show your understanding of the foundations of HRD. To that end:

- Select an HRD topic, in any one of the three HRD components, T&D, CD, or OD with a specific topic, e.g., learning style in T&D, coaching in CD, change management in OD, etc.
- Write a position paper (10 double-spaced pages) and include the following:
    - Cover page (title)
    - Main body:
        - Introduction: introducing the topic through purpose and context
        - Literature review and analysis on the selected HRD topic
        - Significance of the paper (position statement): Highlight what is significant based on the literature review.
        - Organizational practices: Common organizational practices and outcomes
        - Concluding remark to summarize
    - References: Add publications (journal articles and book chapters). Do avoid adding Internet sources due to the lack of credibility.

Tips for the three written assignments:

To maximize your learning, you may think ahead at the beginning of the semester to integrate all three assignments on a same or closely related topics. For example, in assignment 1, select a topic on HRD T&D while focus on coaching/mentoring article for the critiques, for assignment 2 interview report, select an interviewee who serves as a mentor, and for assignment 3, integrate your first two assignment to develop your position paper. This way, you would know the topic of coaching inside out by the end of the semester. You may choose any other topics fit to your situation.

FINAL GRADES

Grade	A	B	C	D	F
Range	100% to 90%	< 90% to 80%	< 80% to 70%	< 70% to 60%	< 60% or below

GRADING GUIDELINES

To complete assignments, see Assignment Guidelines in Canvas. I will provide feedback on each assignment. Ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be awarded unless there is an emergency (e.g., the Covid-19 pandemic). In case of a late submission, there will be one point subtracted from your grade per day. To receive no penalty for late submission, you must inform me of reasons why you need an extension or incomplete IN ADVANCE.

COURSE POLICIES

Late Work

No credit will be given for late assignments unless with justification of the incidence being out of individual control, e.g., system outage or any natural disaster preventing you from submitting a required assignment or post on time. You are responsible for contacting the instructor with evidence justifying your late submission within 24 hours of resolution of any causing incidence.

Academic Dishonesty Statement

The faculty expects from its 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 the guidelines established by the University.

UNIVERSITY POLICIES

The University of Texas at Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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: https://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring, the Census Date is Jan. 28.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Census Date Policies

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail, or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date).
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment.
- Completing the process for tuition exemptions or waivers through Financial Aid.

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 census date (See Academic Calendar for the specific date). Exceptions to

the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu.

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 meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

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.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

"Cheating" includes, but is not limited to: copying from another student's test paper; using, during a test, materials not authorized by the person giving the test; failure to comply with instructions given by the person administering the test; possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program; collaborating with or seeking aid from another student during a test or other assignment without authority; discussing the contents of an examination with another student who will take the examination; divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student; substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any

course-related assignment; paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or

information about an un-administered test, test key, home solution or computer program; falsifying research data, laboratory reports, and/or other academic work offered for credit; taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

"Plagiarism" includes, but is not limited to: the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit. All written work that is submitted will be subject to review by plagiarism software.

"Collusion" includes but is not limited to: the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

UT Tyler Resources for Students

- **UT Tyler Writing Center** (903.565.5995), writingcenter@uttyler.edu
- **UT Tyler Tutoring Center** (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- **UT Tyler Counseling Center** (903.566.7254)

Other Information: What to do in a Crisis:
24/7 Crisis Line: 903.566.7254 What to Do in a Crisis Webpage: https://www.uttyler.edu/counseling/emergencies.php

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 College of Business and Technology 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 and Technology 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.

TEXTBOOK AND RESOURCES

While no textbook is required, three recommended books will help you to learn the foundations of HRD along the semester. I also upload an earlier used textbook in electronic version on Canvas "About this course" under the "UT Tyler Syllabus Module." This should help you with most of the discussions, and perhaps for the assignments and general learning. While the book may appear to be a little old, it should be sufficient for the purpose of learning. Best of all, it's free!

Journal articles and book chapters are also listed below as resources to facilitate your learning in this course. For example, you may select from the list below for critiques article (Assignment 1), or select one or more of them as a source for your position paper. Additionally, whenever you need more of resources, google scholar is a great resource to find whatever you'd need for research (www.scholar.google.com).

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style*. American Psychological Association (Most used formatting can also be found at www.apastyle.org).

Recommended:

Noe, R. A. (2017). *Employee training & development* (7th ed.). McGraw-Hill Education.
Poell, R. F., Rocco, T. S., & Roth, G. L. (Eds.) (2015). *The Routledge companion to human resource development*. Routledge.
Werner, J. M. (2018). *Human resource development* (7th ed.). Cengage Learning.

REQUIRED READINGS

Livingston, J. S. (1969/2003). Pygmalion in management. *Harvard Business Review*, *81*(1), 97-106.
McLagan, P. A. (1989). Models for HRD practice. *Training and Development Journal, 43*(9), 49-59.
Ulrich, D. (1998). A new mandate for human resources. *Harvard Business Review*, *76*(1), 124-134.
Werner, J. M. (2015). Human resource management and HRD: Connecting the dots or ships passing in the night? In R. F. Poell, T. S. Rocco, & G. L. Roth (Eds.), *The Routledge companion to human resource development* (pp. 89-98). Routledge.
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.
Kouchaki, M., & Smith, I. H. (2020). Building an ethical career: A three-stage approach to navigating moral challenges at work. *Harvard Business Review*, *98*(1), 135-139.

Arthur Jr., W. A., Bennett, W. Jr., Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, *88*(2), 234-245.

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.

Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology*, *41*(1), 63-105.

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

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.

Kuchinke, K. P. (2014). Boundaryless and protean careers in a knowledge economy. In J. Walton, J. & C. Valentin (Eds.). *Human resource development: Practices and orthodoxies* (pp. 202-219). Palgrave Macmillan.

Arthur, M. B. (2014). The boundaryless career at 20: Where do we stand, and where can we go? *Career Development International*, *19*(6), 627-640.

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.

Cummings, T. G., & Cummings, C. (2014). Appreciating organization development: A comparative essay on divergent perspectives. *Human Resource Development Quarterly*, *25*(2), 141-154.

Groysberg, B., Lee, J., Price, J., & Cheng, Y.-J. (2018). The leader's guide to corporate culture: How to manage the eight critical elements of organizational life. *Harvard Business Review*, *96*(1), 44-57.

Rubric for Position Paper

Criteria	Rating			
	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Elements - *Did you include all key elements of the final paper?*	The paper includes all the required elements: cover page (title), main body (introduction, literature review, significance of the paper (position statement), and implications for HRD research and practice), 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
Significance - *Why does your position matter to HRD?*	The paper is written in ways that show the authors' clear position statement answering why it is significant in HRD	The paper is mostly written in ways that show the authors' clear position statement answering why it is significant in HRD	The paper is not sufficiently written in ways that show the authors' clear position statement answering why it is significant in HRD	The paper is not submitted, or was not written in ways that show the authors' clear position statement answering why it is significant in HRD
Organization and Logical Flow - *Is the paper well-organized with a logical flow?*	The paper is well-organized, and ideas flow logically. Writing demonstrates an understanding of the HRD field.	The report is adequately organized, and ideas are arranged reasonably. Writing demonstrates an understanding of the HRD field.	The paper is somewhat organized, and ideas do not flow well. Writing does not demonstrate an understanding of the HRD field.	The paper lacks logical organization. Writing does not demonstrate any understanding of the HRD field, or the paper is not submitted.
Clarity - *Is the paper written in ways that HRD professionals can easily understand?*	The paper is well written, clear, free from grammar and spelling errors. Ideas are clearly stated for HRD professionals to easily understand.	The paper shows above-average quality and clarity in writing. Ideas are mostly well- stated for HRD professionals to easily understand.	The paper shows an average quality of writing. Most ideas are not well-stated for HRD professionals to understand.	The paper shows a below-average writing quality. Ideas are not well-stated for HRD professionals to understand, or the paper is not submitted.
Relevance - *Is the paper relevant to the foundations of HRD?*	The paper includes relevant information and ideas about the foundations of HRD. Content is pointed and clear and sufficiently detailed.	For the most part, the paper includes relevant information and ideas about the foundations of HRD. Content is mostly pointed and clear but is not sufficiently detailed.	The paper includes little relevant information and ideas about the foundations of HRD. Content is not pointed and clear, and/or is not sufficiently detailed.	The paper does not include relevant information and ideas about the foundations of HRD. Content is not pointed and clear, and is not sufficiently detailed, or the paper is not submitted.

Attention to Details - *Did you follow the APA (7th ed.) formatting guidelines?*	The paper demonstrates authors' ability to pay attention to detail; the APA formatting guidelines are used in text and references	The paper demonstrates authors' ability to pay attention to detail, but there are minor issues noted in APA formatting guidelines in text and references	The paper does not demonstrate authors' ability to pay attention to detail. Some errors are 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 guideline in text and references, or the paper is not submitted.