

**HRD 5343: Foundations of Human Resource Development (26402)**  
**Fall 2021**

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

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Instructor: Dr. Yonjoo Cho ([ycho@uttyler.edu](mailto:ycho@uttyler.edu)), Associate Professor (COB 315.21)  
Class Time: Aug. 23 – Dec. 11 (Thanksgiving: Week of Nov. 22)  
Office Hours: Tue. & Thu. at 7:00 pm – 9:00 pm CT (other times by appointment)  
Communication: Canvas, emails, and Zoom (Tel: 903-566-7260)  
Course Access: <https://uttyler.instructure.com/courses/26402>  
Zoom: <https://uttyler.zoom.us/my/yjcho>

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## **COURSE DESCRIPTION**

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

HRD as a field has affinity with other fields such as human resource management (HRM), organization development (OD), human performance technology (HPT), and instructional technology (IT) (Cho, 2017)<sup>2</sup>. HRD as a practice has great potential because it asks us to view the HRD field in a more integrated and complicated way as with emerging topics such as diversity and the role of HRD in the Covid-19 pandemic.

In this course, students are expected to understand three domains (T&D, CD, and OD) of HRD defined by McLagan (1989) through the process of critically reviewing required readings and case studies and writing a position paper. Students will read required readings and case studies and discuss what each domain of HRD means. A team of two to three students will collaborate to write a final position paper in which they choose an intriguing HRD topic, present their position statement concerning why their topic is significant to HRD, and provide implications for HRD.

## **COURSE OBJECTIVES/LEARNING OUTCOMES**

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

- Explain definitions, concepts, and principles of HRD
- Articulate distinctive features of three domains of HRD: T&D, CD, and OD
- Develop critical thinking skills by answering the instructor's weekly discussion questions, commenting on other students' postings, and leading a week's discussion

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<sup>1</sup> McLagan, P. A. (1989). Models for HRD practice. *Training and Development Journal*, 43(9), 49-59.

<sup>2</sup> Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends*, 61, 46-52.

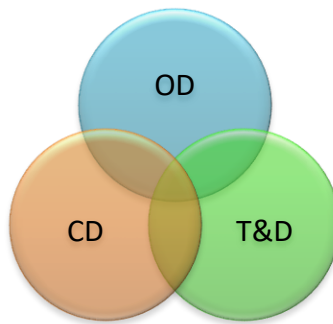
- Discuss the interdisciplinary nature of HRD and its neighboring field HRM
- Discuss emerging trends in the HRD field: diversity and the role of HRD in the Covid-19 pandemic
- Write a position paper for which teams of students collaborate to convince readers of the significance of the chosen topic and to provide implications for HRD
- Develop communication skills through working with team members as well as the instructor
- Reflect on class activities, teamwork, writing assignments, and lessons learned at the end

## COURSE OUTLINE

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

**Figure 1**

*Definition of HRD*



This course is divided into the following topics:

- Introduction
- Basics of HRD
- Training & Development
- Career Development
- Organization Development
- Emerging Trends in HRD
- Position Paper Submission and Reflection

## READ ME FIRST (Canvas Modules)

Begin each week by reading a **Read Me First** (Canvas Modules) that will be posted by **Friday at 9:00 am CST** to guide you concerning what is covered and what to do in the following week. In the first week, post an introduction of yourself in Discussion to get to know other students and identify your team members to work on the final position paper assignment throughout the semester.

## SYNCHRONOUS MEETINGS

Research on online teaching and learning (e.g., Garrison et al., 2000<sup>3</sup>) indicates that students need synchronous meetings to feel “presence” in online classes. To that end, we will have synchronous meetings via Zoom, including:

- Orientation in the first week (Week 1)
- Three team clinics (Weeks 3, 6, and 9)
- Draft presentation before final submission (Week 13)

I will provide weekly office hours via Zoom (<https://uttyler.zoom.us/my/yjcho>) on Tuesdays and Thursdays between 7:00 pm and 9:00 pm CT so that students can ask any questions related to course assignments and class activities. You may also contact me for a one-on-one meeting by appointment.

## TEAMWORK

This course is based on team project-based learning as many business courses are, so students are required to work in teams as well as individually. Form a team of two to three students based on common interests (e.g., HRD, HRM), proximity (e.g., the same time zone), and diversity (e.g., gender, nationality), name the team for team building purposes, and set up ground rules for effective teamwork throughout the semester. To form a team, introduce yourself on Canvas Discussion in the first week. To evaluate teamwork in this course, you will be asked to fill out a **peer evaluation form** (attached at the end of this syllabus) twice, at the mid-term and end. Your average scores (out of 5) in peer evaluation will be translated into contribution points (out of 10).

## FEEDBACK-BASED

This course is also based on constant, detailed feedback that I am going to provide throughout the semester. In the process, you will learn how to meet assignment requirements. If you need extra help, reach out to me. To that end:

- If you want to have an individual meeting, send me an email; include “HRD 5343” in the subject line. If your message is urgent, include "Urgent" in the subject line.
- Use regular office hours via Zoom (<https://uttyler.zoom.us/my/yjcho>).
- If you need technical support, please contact the Help on Canvas.

## INSTRUCTOR EXPECTATIONS

Online teaching is based on two-way communication between the instructor and students. I expect that you aim at achieving learning goals that meet the quality standards at the master’s level. Which means that it is YOU that should take responsibility of reaching the learning goals and completing all assignments within the due dates. In the process, I will be there to provide you with detailed feedback. If assignment guidelines are unclear, ask me for clarification. If you do not understand my evaluation comments, ask for extra feedback until it makes sense. As this is the first required course in UT Tyler HRD MS degree, I hope that it will set the expectation for what to do (e.g., team project learning) and what not to do (e.g., plagiarism) for student learning. The bottom line is to learn as intended so that you would become an informed HRD practitioner.

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<sup>3</sup> Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105.

## APA FORMATTING GUIDELINES

You must follow the **APA (2020)**<sup>4</sup> in all writing assignments as it is required in UT Tyler HRD MS degree program. Follow the instructions on APA on Canvas Files and see how I referenced publications in this syllabus. You will learn how to write well in a compact and pointed way at the end as it is not just about editing but also organizing ideas. Find more information on APA at:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

## RESOURCES

### Contacts

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

You may also ask questions to Joanna Norman ([jnorman8@partiot.uttyler.edu](mailto:jnorman8@partiot.uttyler.edu)), a UT Tyler HRD Ph.D. student, concerning HRD and HRD topics.

### 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](#)).

### Meet the Leaders

My Zoom interviews with leaders in the HRD field will be used as supplementary including:

- Dr. Jon Werner about the interdisciplinary nature of HRD and HRM (<https://uttyler.instructuremedia.com/embed/cdaadf22-3d5e-4761-846c-36b5157887d1>)
- Dr. Darlene Russ-Eft about the ethics in HRD (<https://uttyler.instructuremedia.com/embed/f368bc41-115f-4eae-8591-d3a1577fc431>)

### HRD Masterclass Podcast Series ([hrdmasterclass.com](http://hrdmasterclass.com))

The Academy of Human Resource Development ([AHRD](#)) has recently created ten episodes of podcast that explore the fundamentals of HRD. Included are 24 leading authors, scholars, and researchers in HRD from around the globe. Each episode includes a one-to-one discussion with a guest, as well as a group discussion where all of the guests discuss their shared interest in the episode topic. The seventh podcast on Diversity, Equity, and Inclusion is sponsored by UT Tyler's Department of HRD.

Episode	Topic	HRD Scholar
1	History and Foundation of HRD	Swanson & Perriton
2	Learning in Organizations	Watkins, Marsick, & Alston

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<sup>4</sup> American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7<sup>th</sup> ed.). American Psychological Association.

3	Organization Development	McLean & Egan
4	Training & Development	Jacobs, Yoon, & Shirmohammadi
5	Career Development	McDonald & Ghosh
6	Critical HRD	Bierema, Elliott, & Greer
7	Diversity, Equity, & Inclusion	Byrd, Sparkman, & Cho
8	Cross-Cultural Issues	Osman-Gani & Rasdi
9	Evaluating HRD	Ruff-Eft & Ke
10	Strategic HRD	Garavan & Hutchins

### ASSIGNMENTS AND DUE DATES

You are required to complete four assignments: weekly postings, a final position paper, class activities, and a reflection paper. Most assignments are due by **Monday at 11:59 pm CT with a few exceptions.**

	Assignment	Level	Point	Due
1	Weekly Discussion Postings (5x11)	Ind	55	Weeks 1 to 11 (Answers by Wed. & Comments by Sat.)
2	Final Position Paper	Team	90	Team formation & Ground Rules (10)
				Topic Selection (10)
				One-Page Outline (20)
				Draft Paper (20) & Presentation (10)
				Final Paper (20)
3	Class Participation Activities	Ind	40	Introduce Yourself (5)
				Discussion Lead (10)
				Team Contributions (Mid-term & final peer evaluation) (10x2)
				Class Evaluation (mid-term) (5)
4	Reflection Paper	Ind	15	<b>12/3 (Fri)</b>
Total			200	

### Weekly Discussion Postings (55 pts)

I will post weekly discussion questions in Discussions (Canvas), and a discussion leader of a discussion group will lead the week's discussion. Post one **compact and pointed answer** within a short paragraph to the discussion question by the end of **Wednesday** and two comments on other students' answers by the end of **Saturday**. This assignment is worth of 5 points each week: 3 points for an answer and 2 points for 2 comments.

Choose a week to play a discussion lead role. **Discussion lead** is an excellent opportunity to manage a week's discussion. To lead discussion, you are required to do the following:

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

In the process of weekly discussions, students will develop critical thinking skills, as the founding father of action learning Reg Revans (2011) indicated in his learning formula<sup>5</sup>, L (learning) = P (programmed knowledge) + Q (questioning). I will provide immediate feedback on your postings if you did not meet the requirements, right after the first due date (Wed.), so that you can revise your answers by the second due date (Sat.) (see **Appendix 1 for the rubric**).

### **Final Position Paper (90 pts)**

Work in teams of two to three students to complete the final position paper assignment. This is an outstanding opportunity to show your agreed understanding of the foundations of HRD through teamwork. To that end:

- To identify your team members, briefly introduce yourself in the first week on Canvas Discussion. The team member selection criteria include: similar interests (e.g., HRD, HRM), diversity (e.g., gender, learning style), and time-zone proximity.
- After forming a team, name the team, designate a team leader who will represent your team and communicate with me, and set up ground rules for what to do and what not to do. It has become clear that weekly regular meetings are instrumental to complete this assignment.
- After **selecting an HRD topic**, write a **one-page outline** that details your plan on writing a final position paper. The outline must include key elements including: title, purpose, context, literature review, significance of the paper (position statement), implications for HRD, and references. **Why one-page outline?** You will learn how to organize your idea in a compact and pointed way, which is considered "good writing." The one-page outline will be evaluated for criteria including: inclusion of key elements, being thorough, one page limit, the number of revisions, and writing (APA 7<sup>th</sup> ed.) (see **Appendix 2 for the rubric** and **Appendix 3 for a sample**).
- When you are ready, write a **double-spaced draft position paper** (up to 10 pages) including:
  - Cover: title, team member names, course title, instructor name, and submission date
  - Main body:
    - Introduction (purpose and context)
    - Literature review on a selected HRD topic
    - Significance of the paper (position statement): State what is significant based on the literature review.
    - Implications for HRD
  - References: Add publications (journal articles and book chapters). Avoid adding Internet sources which lack credibility.
- In Week 13, students are expected to present a **draft paper** by highlighting key points, receive feedback from me and classmates, finalize the draft paper, and submit a final paper. The final paper will be evaluated for criteria including: (a) inclusion of key elements, (b) significance of the position statement, (c) paper organization and logical flow, (d) clarity, (e) relevance to the

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<sup>5</sup> Revans, R. (2011), *ABC of action learning*, Surrey, UK: Gower.

foundations of HRD, and (f) attention to detail (APA 7<sup>th</sup> ed.) (see **Appendix 4 for the position paper rubric**).

- Individual students are required to choose a draft paper and provide their **peer review** (on the content and technical aspects) of the draft paper. This revision process will give students an opportunity to improve the quality of their draft paper before final submission.

### **Class Participation (40 pts)**

Actively participate in class activities including introduction, discussion lead, team contributions (mid-term and final peer evaluation), and mid-term class evaluation (see **Appendix 5 for the peer evaluation form**).

### **Reflection Paper (15 pts)**

Write a (single-spaced, three-page) reflection paper. This end-of-class reflection paper should include lessons learned from accomplishing four class assignments: (a) title, purpose, and introduction, (b) key points of lessons learned from class activities and a position paper assignment, and (c) a conclusion with suggestions.

## **FINAL GRADES**

Grade	A	B	C	D	F
Range	100% to 90%	< 90% to 80%	< 80% - 70%	< 70% to 60%	< 60% to 0%
Points	Over 180	160-180	140-160	120-140	Below 120

## **GRADING GUIDELINES**

To complete assignments, see Assignment Guidelines on Canvas. I will provide detailed 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).

## **COURSE POLICIES**

### **Late Work**

In case of a late submission, there will be one point subtracted from your grade per day. To receive no penalty for late submission, students must inform the instructor of reasons why they need an extension or incomplete in advance.

### **Academic Dishonesty Statement**

The instructor 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/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 students should be aware that all written course assignments will be checked by plagiarism detection software. Violations of academic integrity will be reported and processed according to the guidelines established by the University.

## **UNIVERSITY POLICIES and UT TYLER RESOURCES FOR STUDENTS**

These are available at the UT Tyler Syllabus Module on Canvas.

## **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 College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business at UT Tyler will:

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

## **TEXTBOOK**

**No textbook is required.** Journal articles and book chapters are available on Canvas (Files). All references need to follow APA formatting guidelines (APA, 2020).

### **Recommended:**

Noe, R. A. (2017). *Employee training & development* (7<sup>th</sup> 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. (2021). *Human resource development: Talent development* (8<sup>th</sup> ed.). Cengage Learning.

## **REQUIRED READINGS**

### **Week 1 (8/23-8/29): Introduction**

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.

### **Week 1 – Optional**

AHRD HRD Masterclass Podcast Series Episode 1: History and foundation of HRD



## **Week 2 (8/30-9/5): Basics of HRD 1 – The Interdisciplinary Nature of HRD**

- Cho, Y., & Zachmeier, A. (2015). HRD educators' views on teaching and learning: An international perspective [Special issue]. *Advances in Developing Human Resources*, 17(2), 145-161.
- Werner, J. M. (2014). Human resource development ≠ human resource management: So what is it? *Human Resource Development Quarterly*, 25(2), 127-139.

## **Week 2 – Optional**

- Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends*, 61, 46-52.
- 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.

## **Week 3 (9/6-9/12): Basics of HRD 2 – Ethical Issues**

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

## **Week 3 – Optional**

- Russ-Eft, D. (2018). Second time around: AHRD Standards and Ethics and Integrity. *Human Resource Development Review*, 17(2), 123-127.

## **Week 4 (9/13-9/19): T&D 1**

- 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.

## **Week 4 – Optional**

AHRD HRD Masterclass Podcast Series Episode 4: Training & Development

## **Week 5 (9/20-9/26): T&D 2**

- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest*, 13(2), 74-101.
- Beer, M., Finnström, M., & Schrader, D. (2016). Why leadership training fails and what to do about it. *Harvard Business Review*, 94(10), 50-57.

## **Week 6 (9/27-10/3): CD 1**

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

Hite, L. M., & McDonald, K. S. (2020). Careers after Covid-19: Challenges and changes. *Human Resource Development International*, 23(4), 427-437.

### **Week 6 – Optional**

AHRD HRD Masterclass Podcast Series Episode 5: Career Development

### **Week 7 (10/4-10/10): CD 2**

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.

Cho, Y., Park, J., Han, S. J. “C.”, Ju, B., You, J., Ju, A., Park, C. K., & Park, H. Y. (2017). How do South Korean female executives’ definitions of career success differ from those of male executives? *European Journal of Training and Development*, 41(6), 490-507.

### **Week 8 (10/11-10/17): OD 1**

Egan, T. (2015). Organization development in the context of HRD: From diagnostic to dialogic perspectives. In R. F. Poell, T. S. Rocco, & G. L. Roth (Eds.), *The Routledge companion to human resource development* (pp. 53-66). Routledge.

Brook, C., Pedler, M., Abbott, C., & Burgoyne, J. (2016). On stopping doing those things that are not getting us to where we want to be: Unlearning, wicked problems and critical action learning. *Human Relations*, 69(2), 369-389.

### **Week 8 – Optional**

AHRD HRD Masterclass Podcast Series Episode 3: Organization Development

### **Week 9 (10/18-10/24): OD 2**

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.

### **Week 10 (10/25-10/31): Emerging Trends 1 - Diversity**

Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. *Harvard Business Review*, 94(7/8), 52-60.

Ely, R. J., & Thomas, D. A. (2020). Getting serious about diversity: Enough already with the business case. *Harvard Business Review*, 98(6), 114-122.

### **Week 10 – Optional**

AHRD HRD Masterclass Podcast Series Episode 7: Diversity, equity, and inclusion

### **Week 11 (11/1-11/7): Emerging Trends 2 – The Role of HRD in the Covid-19 Pandemic**

McLean, G. N., & Jiantreerangkoo, B. (K.). (2020). The role of national HRD in an era of COVID-19. *Human Resource Development International*, 23(4), 418-426.

McGuire, D., Cunningham, J. E. A., Reynolds, K., & Matthews-Smith, G. (2020). Beating the virus: An examination of the crisis communication approach taken by New Zealand Prime Minister Jacinda Ardern during the Covid-19 pandemic. *Human Resource Development International*, 23(4), 361-379.

### HRD 5343 COURSE SCHEDULE<sup>6</sup>

Unit	Week	Topic	Reading	Assignment
Intro	1 (8/23-8/29)	<b>Orientation (Zoom)</b> Introduction HRD Masterclass: History and foundation of HRD	Livingston (1969/2003); McLagan (1989)	<b>Introduction (8/25)</b> Discussion 1 (Answers by Wed. & Comments by Sat.) Discussion lead (8/27) Discussion groups (assigned)
Basics	2 (8/30-9/5)	Basics of HRD 1: The interdisciplinary nature of HRD Meet the Leaders 1: Werner	Cho & Zachmeier (2015); Werner (2014)	Forming teams Discussion 2
	3 (9/6-9/12)	Basics of HRD 2: Ethics Meet the Leaders 2: Russ-Eft <b>Team clinic 1</b>	Christensen (2010); Kouchaki & Smith (2020)	<b>Team ground rules (9/6)</b> Discussion 3
T&D	4 (9/13-9/19)	T&D 1 HRD Masterclass: T&D	Arthur et al. (2003); Johnson et al. (2018)	Discussion 4
	5 (9/20-9/26)	T&D 2	Beer et al. (2016); Salas et al. (2012)	Discussion 5
CD	6 (9/27-10/3)	CD 1 HRD Masterclass: CD <b>Team clinic 2</b>	Butler & Waldroop (1999); Hite & McDonald (2020)	Discussion 6 <b>Topic selection</b>
	7 (10/4-10/10)	CD 2	Cho et al. (2017); Kuchinke (2014)	Discussion 7 Mid-term class & peer evaluation
OD	8 (10/11-10/17)	OD 1 HRD Masterclass: OD	Egan (2015); Brook et al. (2016)	Discussion 8
	9 (10/18-10/24)	OD 2 <b>Team clinic 3</b>	Cummings & Cummings (2014); Groysberg et al. (2018)	<b>One-page outline</b> Discussion 9
Emerging Trends	10 (10/25-10/31)	Emerging Trends 1: Diversity HRD Masterclass: DEI	Dobbin & Kalev (2016); Ely & Thomas (2020)	Discussion 10
	11 (11/1-11/7)	Emerging Trends 2: HRD in the Covid-19 Pandemic & Case 7	McGuire (2020); McLean & Jiantreerangkoo (2020)	Discussion 11
Wrap-up and	12 (11/8-11/14)	Project work		

<sup>6</sup> All due dates and assignments are subject to change depending on the circumstances throughout the semester.

Unit	Week	Topic	Reading	Assignment
Reflection	13 (11/15-11/21)	<b>Draft paper and presentation</b> (I will attend the 2021 Asian AHRD Conference)		<b>Draft paper (11/15)</b>
	14 (11/22-11/28)	Thanksgiving Week (no class)		
	15 (11/29-12/5)	Final paper submission & Reflection		<b>Final paper (11/29)</b> Reflection paper (12/3) Peer evaluation (12/3) Course evaluation

## APPENDIX 1: Weekly Discussion Postings

### Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meeting two deadlines (Wed. & Sat.)	Posts (an answer and two comments) were posted by the two deadlines on Canvas	One of the posts was posted after the deadline on Canvas	Posts were posted after the deadline on Canvas, or posts were missing/not submitted
Citing two required readings in the week's answer	Required two readings were cited in the week's answer	Only one of the required two readings was cited in the week's answer	Neither of the required two readings were cited in the week's answer, or posts were not submitted
Writing in a pointed way and following the APA style (7 <sup>th</sup> ed.)	Writing followed the APA style and was compact and pointed	Writing did not follow the APA style or was not compact and pointed	Writing did not follow the APA style and was not compact and pointed, or posts were not submitted

## APPENDIX 2: One-Page Outline

### Rubric

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

## APPENDIX 3: One-Page Outline Sample

Swoop Scholars

HRD 5343 Foundations of HRD

Fall 2020

### **Emotional Intelligence in Training and Development: Suggestions for Implementation**

#### **Purpose**

The purpose of this position paper is to examine various methods utilized by organizations to foster and promote emotional intelligence (EI), and to provide recommendations for organizations to encourage EI development.

#### **Literature review**

The literature on EI explores various methods for building EI skills and capabilities, while providing recommendations for organizational strategies that promote EI development. Famia and Nafukho (2015) suggest that EI models are categorized through inherent traits linked to personality or traits developed through ability. Other literature postulates placing an emphasis on emotional and social intelligence competencies (Van Oosten et al., 2019). Shuck and Herd (2012) proposed incorporating EI through different frameworks of engagement, such as Herzberg's two factor theory and Maslow's Hierarchy of Needs. Synthesizing literature pertinent to an organization's individual culture may aid HRD practitioners in integrating programs and strategies to promote and sustain EI in an organization.

#### **Significance of the paper**

Leaders who possess strong EI skills are also more likely to inspire similar behaviors in their subordinates. The subject of EI should be incorporated into training for all levels of the organization, with an increased focus on targeting members in leadership positions. Organizations that fail to utilize EI training are neglecting the opportunity to enhance leadership effectiveness, employee engagement, and productivity.

#### **Implications for HRD research and practice**

As organizations strive to expand and implement improved methods of training, EI utilization is often overlooked to discern the emotions and behavior of employees within the organization; therefore, increasing EI awareness is essential for companies to thrive and establish a solid foundation and understanding of training and development. Integrating EI within organizations will increase employee productivity, relational and leadership growth for employees, and support from HRD.

#### **References**

- Famia, F., & Nafukho, F., M. (2015). Emotional intelligence research within human resource development scholarship. *European Journal of Training and Development* 40(2), 90-110. <https://doi.org/10.1108/EJTD-11-2014-0073>
- Shuck, B., & Herd, A., M. (2012). Employee engagement and leadership: Exploring the convergence of two frameworks and implications for leadership development in HRD. *Human Resource Development Review* 11(2), 156-181. <https://doi.org/10.1177/1534484312438211>
- Van Oosten, E. B., McBride-Walker, S. M., & Taylor, S. N. (2019). Investing in what matters: The impact of emotional and social competency development and executive coaching on leader outcomes. *Consulting Psychology Journal: Practice and Research* 71(4), 249-269. <https://doi.org/10.1037/cpb0000141>

## APPENDIX 4: Final Position 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 required elements: cover page (title), main body (introduction, literature review, significance of the paper (position statement), and implications for HRD), 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 - <i>Why does your position matter to HRD?</i>	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 - <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 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 - <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.
Relevance - <i>Is the paper relevant to the foundations of HRD?</i>	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 Detail - <i>Did you follow the APA (7<sup>th</sup> 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. 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.



## APPENDIX 5: Peer Evaluation Form

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

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

<b>Preparation</b> Prepared for team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time to team meetings				
<b>Participation &amp; Communication</b> Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate				
<b>Helps Group Excel</b> Expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages others to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects		⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵	⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵	⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵
<b>Team Player (Cooperation)</b> Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others		⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵	⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵	⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵ ⤵
<b>Member Name</b>	⤵	<b>Helps Group Excel</b>	<b>Participation &amp; Communication</b>	<b>Preparation</b>
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
(yourself)	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely

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

Please use this space for any additional comments.

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_