

HRD 6360: Dissertation Proposal Development (50061)

Summer 2023

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

Instructor (Office): Dr. Yonjoo Cho, Professor (COB 315.21)
Class Time: 5/8 (Mon) – 8/5 (Sat)
In-Person Meetings: Weeks 1 (5/13), 5 (6/10), 9 (7/8), & 12 (7/29) (Sat) at 8:00am to noon CDT
Classroom: COB 103
Office Hours: Wednesday at 7:30pm to 8:30pm for individual clinic via Zoom – sign-up on a Google Doc and other times by appointment
Communication: Canvas, email (ycho@uttyler.edu), and telephone (903-566-7260)
Zoom: <https://uttyler.zoom.us/my/yjcho>
Course Access: <https://uttyler.instructure.com/courses/35931>

COURSE DESCRIPTION

This course is designed as a capstone course to culminate doctoral students' course learning and assist them in the preparation of their dissertation proposal by integrating learning in all earlier courses. The focus of the course, therefore, is to write the first three chapters of a doctoral student's dissertation: in Chapter 1 (Introduction), identify research problems and clearly state the research purpose and research questions; in Chapter 2 (Literature Review), review the literature on a topic of interest to identify a research gap in their dissertation study; and in Chapter 3 (Method), provide details on the research process including the selection of a research design, participants, and data collection and analysis. This course will help students prepare for the preliminary exam that is required to obtain PhD candidacy, right after taking this course, between 7/29/2023 and 8/12/2023.

PREREQUISITES

Students should successfully take HRD 6350 (Disciplined Inquiry in HRD), HRD 6312 (Contemporary Issues in the HRD Literature), and at least one quantitative and qualitative research methods courses, respectively, prior to enrolling in this course.

COURSE OBJECTIVES

Upon completion of this course, doctoral students will be able to:

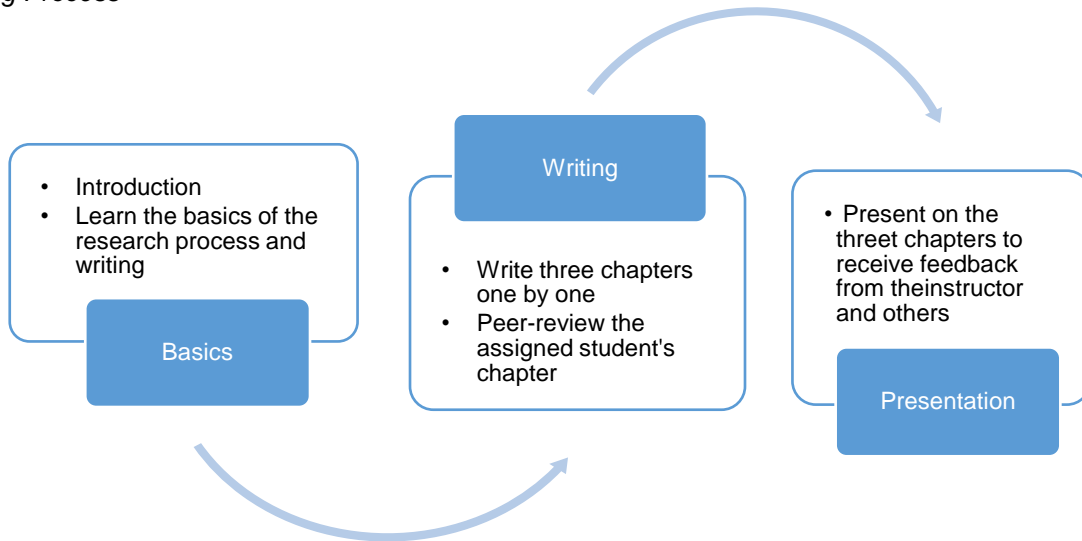
- Identify a research problem based on personal and work experiences
- Identify a research gap in the HRD literature
- Conduct an extensive literature review on the topic
- Provide theoretical background for a research topic
- State the research purpose and ask relevant research questions
- Select the most appropriate research design
- Choose participants and provide a rationale for the selection of sampling
- Provide a detailed process of data collection and analysis
- Write three chapters one by one

- Present on the three chapters at the end of the semester and learn how to defend and accept others' feedback
- Peer-review the assigned students' chapters and learn how to provide constructive feedback to improve the quality of writing
- Effectively communicate proposal development with the instructor throughout the semester

COURSE OUTLINE

In this course, doctoral students will learn how to write the three chapters of their dissertation: introduction, literature review, and method (see Figure 1):

Figure 1
Writing Process



In this course, the following topics will be covered:

- Basics of the research and writing process
- Writing of the three chapters: Introduction, literature review, and method
- Presentation on the three chapters
- Reflection: Lessons learned from class activities, the writing process, and presentation

CLASS FORMAT: HYBRID LEARNING

This course is designed as a hybrid format combining in-person and Canvas learning. Students are required to attend four in-person scheduled classroom sessions:

- Meeting 1: 5/13 (Sat) at 8:00am to noon CDT in COB 212
- Meeting 2: 6/10 (Sat)
- Meeting 3: 7/8 (Sat)
- Meeting 4: 7/29 (Sat)

READ ME FIRST (Canvas Modules)

Begin each week with reading the Read Me First page that will be posted by **Saturday at 9:00am CDT** in which I will guide you to the content and things to do in the following week. Recorded mini lectures (e.g., posting requirements) will be embedded in Read Me First pages.

FEEDBACK-BASED

My teaching philosophy is that students should strive for excellence through the instructor's continued developmental feedback. To that end, I am going to provide such feedback whenever needed. In the process, you will learn how to meet assignment requirements as directed and improve writing as doctoral students using the APA formatting guidelines (2020). To meet the needs of most doctoral students who are working professionals with limited time, I am going to give you one more opportunity to revise your submission after receiving my first grade.

To make this developmental process of assignments possible, the seamless communication between the instructor and doctoral students is highly encouraged, as follows:

- Take advantage of regular office hours (**Wednesdays at 7:30pm until 8:30pm**) for individual clinic via Zoom and sign up on a Google Doc in advance.
- Other times by appointment.
- If you urgently need my help, send me an email via 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 don't understand my evaluation comments, which happens sometimes, ask for extra feedback until it makes sense to you. In this hands-on course as you are required to write the first three chapters of your dissertation, I hope it will clearly set the right expectations for what to do and what not to do in the completion of the three chapters. The bottom line is to learn as intended so that you will become *an informed beginning researcher* who is fully ready to write the first three chapters of your dissertation.

Your goal in this course is clear: you need to complete writing the three chapters so that you can take the prelim exam scheduled on the last class meeting date (7/29/2023) up until 8/12/2023. To achieve this goal, please be fully prepared and be willing to learn required competencies such as the review of the literature, a research design, and APA writing style (2020). Based on my teaching over the past 15 years at Indiana University and UT Tyler, as well as in South Korea, I must say with confidence that the most critical success factor for doctoral student learning is communication, communication, and communication. To that end, a lot of leg work from the doctoral student end is needed! 😊

ASSIGNMENTS AND DUE DATES

Complete four assignments: weekly discussion postings, a literature review paper, class participation activities, and a reflection paper. Submit assignments in Word unless there are specific guidelines. All assignments are due by Sundays at 11:59 pm EST, except weekly postings:

No	Topic	Point (%)	Due
1	Weekly Discussion Postings (7 weeks (1, 2, 3, 4, 6, 7 & 10) x 10 pts)	70 (20.5)	1 Answer by Wed 2 Comments by Sat
	One-Page Proposal (20)	190 (56)	5/28
	Chapter 1 (Introduction) (30) & Presentation (10)		6/4
	Chapter 2 (Literature Review) (50) & Presentation (10)		7/2
	Chapter 3 (Method) & Implications (50) & Presentation on three chapters (20)		7/23
3	Class Participation	60 (17.5)	5/10 (Wed)
			(Your choice)
	Peer Review of 3 Chapters (10x3)		6/7, 7/5 & 7/26
4	Reflection Paper	20 (6)	7/30
Total:		340 (100)	

Weekly Discussion Postings (70 pts)

Each week, I will post a discussion question on Canvas Discussion, and a discussion leader will lead the week's discussion. Post one compact and pointed answer within a short paragraph by the end of **Wed** and two comments on other students' answers by the end of **Sat**. This assignment is worth 10 points each week: 6 points for an answer and 4 (2x2) points for two comments. See the following samples of "compact and pointed answer within a short paragraph":

Discussion question: What makes you choose a research topic?

Answer: When choosing a research topic, one should consider five distinct criteria: significance, novelty, curiosity, scope, and actionability (Colquitt & George, 2011). These criteria can be examined through exploratory research, a type of inquiry in its early stages that may be appropriate to establish if a phenomenon exists (Casula et al., 2020). Exploratory research can be a journey of exploration when something happening in the world may be unknown, unexpected, or incomplete (Rockmann, 2022). Jones and Bartunek (2021) encouraged researchers to examine topics they find personally meaningful, but to conduct their research objectively in a way that is not influenced by personal biases. Although Jones and Bartunek encouraged researchers to explore topics with personal meaning, they also cautioned against choosing topics that may cause the researcher undue emotional burden (quoted from Salim, 2023).

From the second week on, a discussion leader will lead the week's discussion. Choose a week to play the role of discussion lead and write down your choice on a [Google Doc](#). Discussion lead is an excellent opportunity to manage a week's discussion so that you learn how to deepen your knowledge of the week's 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 and provide thoughtful feedback and ask GOOD 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 accordingly. I will provide immediate 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). I suggest you post your answer and two comments early so that you can be active in discussion with others (see **Appendix 1** for the postings rubric).

Writing Three Chapters (190 pts)

To complete this assignment, choose an HRD topic of interest and write a one-page proposal, three chapters: introduction, literature review, and method one by one. To that end, work through the following steps:

One-page proposal (single-spaced): Write a one-page proposal that details your plan on what to do to write three chapters. This one-page proposal must include key elements that are needed to write three chapters including:

- The course title (left) and your name (right) in the header
- The title of your dissertation study (centered)
- A purpose statement in one sentence
- Introduction: Provide a problem statement in which you give a rationale for the selection of the dissertation topic and a research gap based on your personal and work experience.
- Literature review: Provide an initial review of the literature on the topic. You must add an extensive literature review in Chapter 2 later.
- Method: Provide details on a research process that you are going to follow up including the selection of a research design, participants and sampling, and data collection and analysis.
- Implications for HRD and practice: Briefly discuss how your dissertation study will contribute to the HRD field.
- References: Add a few crucial readings that support your research plan.

Why should you write a one-page proposal? You will learn how to organize your idea in a compact and pointed way, which is considered “good writing.” This **single-spaced** one-page proposal will be evaluated for criteria including: (a) inclusion of key elements, (b) being thorough, (c) one-page limit, (d) the number of revisions, and (e) quality writing (APA 7th ed.) (see **Appendix 2** for the one-page proposal rubric and **Appendix 3** for the proposal sample written for HRD 6312).

Write three chapters (double-spaced): Introduction, literature review, and method one by one. The purpose of this assignment is to go through the writing process step by step to improve writing skills and to get well-prepared for the prelim exam that will be done right after the last class is over. To see if you are going in the right direction, in our in-person meetings 2, 3, and 4, I will ask you to present on chapters 1, 2, and 3 to receive feedback from me and other students so that you can move forward as directed.

Write a double-spaced three chapters following the APA formatting guidelines (2020) as follows:

- Cover page: Title, your name and affiliation, the course title, the instructor’s name, and the submission date
- Chapter 1 (Introduction): State the purpose of your dissertation study, provide a rationale for why you chose an HRD topic, and significance of the study. This chapter will take up approximately 5 pages.
- Chapter 2 (Literature Review): Review the literature on the topic incorporating 3 to 5 major themes and provide implications for the dissertation study at the end. This chapter will take up approximately 10 pages.
- Chapter 3 (Method): Provide details of the research process including the selection of a study design, participants and sampling, and data collection and analysis procedures. This chapter will take up 10 pages.

- Implications for HRD research and practice: Based on the three chapters, briefly provide implications for HRD. This will take up approximately 5 pages.
- References: Correctly follow the APA formatting guidelines (2020). When it comes to word limit, common practice concerns the main body and references, excluding tables, figures, and appendices.

See **Appendix 4** for the prelim exam questions and **Appendix 5** for the three chapters rubric.

Class Participation (60 pts)

Actively participate in class activities including: (a) introduction to yourself, (b) discussion lead, and (c) peer-reviews of the assigned students' three chapters.

The purpose of the **peer-review** of three chapters (introduction, literature review, and method and implications) is to give doctoral students an opportunity to see other students' writing samples and provide their feedback on the content and technical aspects of the writing. Each peer review is due by **Wed** in the following week of the submission of the three chapters.

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 11 font size and make it compact and pointed.

FINAL GRADES

Grade	A	B	C	D	F
Range (%)	Over 90%	90% to 80%	80% - 70%	70% to 60%	Less than 60%
Range (pts)	Over 306	272 - 305	238 - 271	204 - 237	Below 204

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

Class Meeting Attendance

Attending all five class sessions demonstrates the learner's personal commitment to learning. Therefore, physical attendance is expected for the accomplishment of course objectives. The facilitator recognizes that learners may have special issues and responsibilities that may impact physical attendance. The learner is responsible for contacting the Department Chair and course professors in advance of any physical absences so that adjustments can be made to the instructional activities planned for a specific session. With approval from the department chair and the instructor(s), the learner may participate virtually. The instructor may provide limited access to the class through Zoom. The learner is responsible for all work that is missed due to their absence from any class meeting, or portion thereof. It should be expected that physical absence from classes for reasons other than documented illnesses, emergencies, or other matters that prohibit the learner from traveling due to COVID restrictions may affect the final course grade. Excused absences for religious holy days or active military services are also 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. Students may request to take a comprehensive exam to replace grades of 0 for quizzes and/or to use their final project draft grade to replace grades of 0 for assignments, other than peer reviews and getting started activities. Such requests must be made by the Thursday of the 15th week of class.

Academic Dishonesty Statement

The instructor expects from doctoral 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 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.

- **According to APA (2020, p. 21)**, *plagiarism* is the act of presenting the words, ideas, images of another as one's own; it denies authors credit where credit is due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship and has profound real-world effects. Authors who try to publish plagiarized work face rejection from publication, as well as possible sanction by professional bodies, censure in their place of employment, and/or exclusion from applying for federal funding. Students who turn in a plagiarized assignment face a failing grade, as well as possible censure from a student or university honor board, suspension, or expulsion. *Self-plagiarism* is the act of presenting one's own previously published work as original; it misleads readers and falsely inflates the number of publications on a topic. Like plagiarism, self-plagiarism is unethical.

UNIVERSITY POLICIES

Information is available on the Canvas Syllabus.

SOULES COLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. 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

Business Librarian

Business Librarian at UT Tyler's Muntz Library **Sarah Norrell** (snorrell@uttyler.edu) is a great resource for searching HRD publications.

HRD Journals: Five representative HRD journals include:

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

APA Formatting Guidelines

You are required to follow the **APA (2020)** in all writing assignments as it is required in the UT Tyler HRD PhD degree program. 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.

TEXTBOOK

Required

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.

Terrell, S. R. (2023). *Writing a proposal for your dissertation: Guidelines and examples* (2nd ed.). The Guilford Press.

Highly Recommended

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

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

Recommended

Joyner, R. L., Rouse, W. A., & Glatthorn, A. A. (2018). *Writing a winning thesis or dissertation: A step-by-step guide* (4th ed.). Corwin.

Roberts, C. & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (3rd ed.). Corwin.

Wentz, E. A. (2014). *How to design, write, and present a successful dissertation proposal*. SAGE.
<https://doi.org/10.4135/9781506374710>

AHRD's Best Dissertations of the Year

Qualitative (2022):

Barlatt-Higgins, N. (2022). *Trailblazers in hospitality: Career advancement experiences of women of color executives* (Publication No. 29318655) [Doctoral dissertation, George Washington University]. ProQuest LLC.

Quantitative (2020):

DuPlessis, J. (2020). *Examining the mediating effect of job crafting on the relationship between managerial coaching and job engagement in the skilled trades* [Doctoral dissertation, The University of Texas at Tyler]. The University of Texas at Tyler Archive.

https://scholarworks.uttyler.edu/cgi/viewcontent.cgi?article=1050&context=hrd_grad

DuPlessis, J. H., Ellinger, A. D., Nimon, K. F., & Kim, S. (2021). Examining the mediating effect of job crafting on the relationship between managerial coaching and job engagement among electricians in the U.S. skilled trades. *Human Resource Development International*, 24(5), 558-585. <https://doi.org/10.1080/13678868.2021.1947696>

Mixed-Methods (First Runner-Up in 2022):

Manongsong, A. M. S. (2021). *Developing positive identity of women administrative leaders: A sequential explanatory mixed methods study on the impact of leadership development and mentoring in higher education* (Publication No. 28869007) [Doctoral dissertation, Drexel University]. ProQuest LLC.

Evaluation of Quality Research

Qualitative Research:

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

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>

Quantitative Research:

Aguinis, H., Ramani, R. S., & Alabduljader, N. (2018). What you see is what you get? Enhancing methodological transparency in management research. *Academy of Management Annals*, 12(1), 83-110. <https://doi.org/10.5465/annals.2016.0011>

Nimon, K. F., & Astakhova, M. (2015). Improving the rigor of quantitative HRD research: Four recommendations in support of the general hierarchy of evidence. *Human Resource Development Quarterly*, 26(3), 231-247. <https://doi.org/10.1002/hrdq.21219>

Mixed-Methods Research:

Hitchcock, J. H. (2022). Applying mixed-methods research to conduct human resource development inquiry: An update. *Human Resource Development Review*, 21(4), 517-538. <https://doi.org/10.1177/15344843221129397>

REQUIRED READINGS

As you are a doctoral student, you must search journal articles on your own through the UT Tyler library system. I added the hyperlinked doi numbers at the end of references for your convenience. I also posted all other readings in Files ("weekly readings").

Week 1 (5/8–5/14) – Introduction & Basics of Research [Meeting 1]

Bell, E., Bryman, A., & Harley, B. (2019). Chapter 1: The nature and process of business research. In *Business research methods* (5th ed.) (pp. 3-16). Oxford University Press.

Bell, E., Bryman, A., & Harley, B. (2019). Chapter 3: Research designs. In *Business research methods* (5th ed.) (pp. 44-74). Oxford University Press.

Week 1 – Optional

Werner, J. M. (2022). Academic integrity and human resource development: Being and doing. *Human Resource Development Review*, 21(2), 249-257. <https://doi.org/10.1177/15344843221078505>

Zarestky, J. (2023). Navigating multiple approaches to qualitative research in HRD. *Human Resource Development Review*, 21(1), 126-138. <https://doi.org/10.1177/15344843221142106>

Week 2 (5/15-5/21) – Writing up – Dissertation Review

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.

Choose one from the AHRD's Best Dissertations of the Year

Week 2 – Optional

Cloutier, C. (2016). How I write: An inquiry into the writing practices of academics. *Journal of Management Inquiry*, 25(1), 69-84. <https://doi.org/10.1177/1056492615585875>

Ragins, B. R. (2012). Reflections on the craft of clear writing. *Academy of Management Review*, 37(4), 493-501. <https://doi.org/10.5465/amr.2012.0165>

Week 3 (5/22–5/28) – Writing a One-Page proposal

Bell, E., Bryman, A., & Harley, B. (2019). Chapter 4: Planning a research project and developing research questions. In *Business research methods* (5th ed.) (pp. 75-88). Oxford University Press.

Reio, T. G. Jr. (2021). The ten research questions: An analytic tool for critiquing empirical studies and teaching research rigor. *Human Resource Development Review*, 20(3), 374-390. <https://doi.org/10.1177/15344843211025182>

Week 4 (5/29-6/4) – Writing Chapter 1 (Introduction)

Terrell, S. R. (2023). Chapter 1: Developing the problem statement for your dissertation proposal. In *Writing a proposal for your dissertation* (2nd ed.) (pp. 9-27). The Guilford Press.

Terrell, S. R. (2023). Chapter 2: Writing purpose statements, research questions, and hypotheses. In *Writing a proposal for your dissertation* (2nd ed.) (pp. 28-55). The Guilford Press.

Week 4 – Optional

Jones, E. B., & Bartunek, J. M. (2021). Too close or optimally positioned? The value of personally relevant research. *Academy of Management Perspectives*, 35(3), 335-346. <https://doi.org/10.5465/amp.2018.0009>

Pollock, T. G. (2021). Chapter 5: Introductions, titles and abstracts. In *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes* (pp. 50-63). Edward Elgar Publishing.

Week 5 (6/5-6/11) – Chapter 1 (Introduction) Review and Presentation [Meeting 2]

Week 6 (6/12–6/18) – Writing Chapter 2 (Literature Review)

Bell, E., Bryman, A., & Harley, B. (2019). Chapter 5: Getting started: Reviewing the literature (5th ed.) (pp. 90-108). Oxford University Press.

Terrell, S. R. (2023). Chapter 3: Writing the review of the literature for your dissertation proposal. In *Writing a proposal for your dissertation* (2nd ed.) (pp. 56-79). The Guilford Press.

Week 6 – Optional

Pollock, T. G. (2021). Chapter 6: Theory and hypotheses. In *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes* (pp. 64-75). Edward Elgar Publishing.

Week 7 (6/19-6/25) – Literature Review: How

Callahan, J. L. (2014). Writing literature reviews: A reprise and update. *Human Resource Development Review*, 13(3), 271–275. <https://doi.org/10.1177/1534484314536705>

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., . . . Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *Systematic Reviews*. <https://doi.org/10.1186/s13643-021-01626-4>

Week 8 (6/26-7/2) – Chapter 2 (Literature Review) Writing

Week 9 (7/3-7/9) – Chapter 2 (Literature Review) Review and Presentation [Meeting 3]

Week 10 (7/10-7/16) – Writing Chapter 3 (Method) and Implications

Terrell, S. R. (2023). Chapter 4: The first part of your dissertation research method. In *Writing a proposal for your dissertation* (2nd ed.) (pp. 80-106). The Guilford Press.

Choose one from Terrell's (2023) chapters 5 (quantitative research methods), 6 (qualitative research methods), and 7 (mixed methods research designs), depending on your dissertation study type.

Week 10 – Optional

Pollock, T. G. (2021). Chapter 7: Methods and results. In *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes* (pp. 76-89). Edward Elgar Publishing.

Pollock, T. G. (2021). Chapter 8: Discussion section. In *How to use storytelling in your academic writing: Techniques for engaging readers and successfully navigating the writing and publishing processes* (pp. 90-97). Edward Elgar Publishing.

Week 11 (7/17-7/23) – Chapter 3 (Method) and Implications Writing

Week 12 (7/24-7/30) – Presentation and Reflection [Meeting 4]

HRD 6360 COURSE SCHEDULE¹ (may change depending on the circumstances)

Meeting	Week	Topic	Reading	Assignment/Activity
Meeting 1 (5/13) – Orientation	1 (5/8-5/14)	Introduction Basics of research	Bell et al. (2019) – chapters 1 (process) & 3 (research designs)	Introduce yourself (5/10) Discussion 1 (Wed & Sat)
Meeting 2 (6/10) – Chapter 1 (Introduction)	2 (5/15-5/21)	Writing up - Dissertation review	Bell et al. (2019) – chapter 7 (writing) and choose one from: Barlatt-Higgins (2022), DuPlessis (2020) and Manongsong (2021)	Discussion 2
	3 (5/22– 5/28)	Writing a one-page proposal	Bell et al. (2019) – chapter 4 (planning): Reio (2021)	One-page proposal (due: 5/28) Discussion 3
	4 (5/29–6/4)	Writing Chapter 1 (Introduction)	Terrell (2023) – chapters 1 & 2	Discussion 4 Chapter 1 (Introduction) & presentation file (due: 6/4)
	5 (6/5-6/11)	Chapter 1 (Introduction): Review and presentation		Peer-review 1 (due: 6/7)
Meeting 3 (7/8) – Chapter 2 (Literature Review)	6 (6/12-6/18)	Writing Chapter 2 (Literature review)	Bell et al. (2019) – chapter 5; Terrell (2023) – chapter 3	Discussion 6
	7 (6/19-6/25)	Literature review: How	Callahan (2014); Page et al. (2021)	Discussion 7
	8 (6/26-7/2)	Chapter 2 (Literature review) Writing		Chapter 2 (Literature Review) & presentation file (due: 7/2)
	9 (7/3-7/9)	Chapter 2 (Literature review): Review and presentation		Peer review 2 (7/5)
Meeting 4 (7/29) – Chapter 3 (Method) & Presentation	10 (7/10-7/16)	Writing Chapter 3 (Method) & Implications	Terrell (2023) – chapter 4 & choose one from chapters 5, 6 & 7	Discussion 10
	11 (7/17-7/23)	Chapter 3 (Method) and implications Writing		• Chapter 3 (Method) & implications (7/23) • Presentation file (7/23)
	12 (7/24-7/30)	Presentation & Reflection		• Peer review 3 (7/26) • Reflection paper (7/30) • Online course evaluation
	(7/31-8/12)	Prelim Exam		

¹ Readings may change.

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	All required readings were not 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), chapter 1 (introduction) chapter 2 (literature review), chapter 3 (method), discussion (implications for HRD research and practice), and references	One or two of the key elements is/are missing: title, purpose (one sentence), chapter 1 (introduction) chapter 2 (literature review), chapter 3 (method), discussion (implications for HRD research and practice), and references	Two or more of the key elements are missing: title, purpose (one sentence), chapter 1 (introduction) chapter 2 (literature review), chapter 3 (method), discussion (implications for HRD research and practice), and references
Being Thorough	The proposal is thorough as it gives an excellent idea about the three chapters	The proposal is mostly thorough. It gives a good idea about the three chapters but needs more detail to be thorough	The proposal is not thorough since it doesn't give an idea about the three chapters 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 6312: Contemporary Issues in the HRD Literature

Wesley B. Wilson

An Integrative Review on Employee Development and Leadership Readiness

Research Purpose: The purpose of this study is to review the literature on employee development readiness and leadership readiness in employees in the technology industry.

Introduction: A shortage of technology workers will get worsen within the next ten years due to consecutive declines in college enrollment (Causey et al., 2023), intersecting with an increasing demand for technology workers (Bureau of Labor Statistics, 2022). Recent social and policy initiatives have encouraged employers to shift to *skills-based hiring* to reduce the reliance upon educational attainment as a dominant factor in employee selection (Cox, 2020).

Literature Review: Research has found the effect of education on job performance (Ng & Feldman, 2009), job attitudes (Ng & Feldman, 2010), and leadership (Barbuto et al., 2007), supporting Becker's human capital theory (1964). However, research has been limited in identifying key predictors of development potential and leadership readiness in high-performance employees with lower levels of formal educational attainment. Therefore, I aim to conduct an integrative review of the literature on employee development and leadership readiness in the technology sector with and without respect for educational attainment.

Method: I will review the literature on the topic using Torraco's (2016) framework to integrate. I will use search databases such as (list three at least) to identify peer reviewed journal articles by keying in *leadership readiness*, *development readiness*, *technology*, and *educational attainment* and also search through the five HRD journals: *ADHR*, *EJTD*, *HRDI*, *HRDQ*, and *HRDR*.

Discussion: This review study will provide a comprehensive understanding of non-degree employees' development and leadership readiness and inform future empirical research agenda on the effects of educational attainment on leadership readiness and development readiness in the technology sector.

References

- Barbuto, J., Fritz, S., Matkin, G., & Marx, D. (2007). Effects of gender, education, and age upon leaders' use of influence tactics and full range leadership behaviors. *Sex Roles, 56*(1-2), 71-83. <https://doi.org/dmw797>
- Becker G. (1964). *Human capital: A theoretical and empirical analysis with special reference to education*. Columbia University Press.
- Bureau of Labor Statistics. (2022). *Employment projections - 2021-2031*. <https://bit.ly/3SeRJYJ>
- 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>
- Cox, C. (2020). Augmenting autonomy: 'New Collar' labor and the future of tech work. *Convergence, 26*(4), 824-840. <https://doi.org/jxd7>
- Ng, T. W. H., & Feldman, D. C. (2009). How broadly does education contribute to job performance? *Personnel Psychology, 62*(1), 89-134. <https://doi.org/cvnhz6>
- Ng, T. W. H., & Feldman, D. C. (2010). The relationships of age with job attitudes: A meta-analysis. *Personnel Psychology, 63*(3), 677-718. <https://doi.org/c6r67q>
- Torraco, R. J. (2016). Writing integrative literature reviews: Using the past and present to explore the future. *Human Resource Development Review, 15*(4), 404-428. <https://doi.org/f9fps8>

APPENDIX 4

HRD PhD Preliminary Exam Questions

The Ph.D. in HRD comprehensive/preliminary exam will be a take-home written document that conforms to APA 7th (2020) and will not exceed 51 double-spaced pages of text (exclusive of references, tables, and figures). All references, tables, and figures should be placed at the end of the document according to APA 7th edition requirements. To further assist with formatting, each question can be considered a separate chapter with its own headings starting at level 1. However, please ensure that page numbering is consecutive across the responses to the questions, if using a chapter format (i.e., number pages 1 – 51 plus references, tables, and figures).

This is an independent examination, and you are not allowed to work collaboratively or seek the assistance of others' expertise, nor allowed to have your exam copyedited and proofed. The University of Texas at Tyler academic dishonesty policy will be strictly applied to this examination. The format will include the following four questions designed to help further the progress toward the proposal development milestone in the program.

Question 1: Articulate the phenomenon of your research interest and describe why it is compelling, appropriate, and relevant to the field of HRD (approximately 5 - 8 pages).

Question 2: Provide a comprehensive (yet, abbreviated) synthesis of the literature on the phenomenon of your research interest and clearly identify the gap(s) that require further research. Conclude by identifying the gap that you seek to address with your study (approximately 15 – 20 pages).

Question 3: Based upon the gap that you have articulated in Question 2, please describe the research design that you will employ and your rationale for that design choice. Further, describe and discuss your proposed approaches to data collection, analysis, and how you will address issues associated with reliability and validity from either a qualitative or quantitative approach (approximately 10 – 15 pages).

Question 4: Imagine that you have completed your study. Describe how your study contributes to the field of HRD and broadly to the content domains within a business college context from research, theory, and pragmatic perspectives. In other words, given that your Ph.D. is being obtained from a college of business with a concentration in HRD and organizational change, articulate the contributions of your study to the field of HRD and to broader business domains from research, theory, and practice perspectives (approximately 5 – 8 pages).

APPENDIX 5
Three Chapters Rubric

Criteria	Rating			
	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Elements - <i>Did you include all key elements of three chapters?</i>	Three chapters include all key elements: cover page (title), chapter 1 (introduction), chapter 2 (literature review), chapter 3 (method), discussion (implications for HRD research and practice), and references	Three chapters include all but one or two of the required elements as listed	Three chapters include all but two or more of the required elements as listed	Three chapters are not submitted or don't include many of the required elements as listed
Relevance to HRD – <i>Are three chapters grounded in HRD?</i>	Three chapters are relevant to and grounded in HRD and demonstrate an understanding of the HRD literature	For the most part, three chapters are relevant to and grounded in HRD and demonstrate an understanding of the HRD literature	Three chapters are rarely relevant to and grounded in HRD or don't demonstrate an understanding of the HRD literature	Three chapters are not relevant to and grounded in HRD and don't demonstrate an understanding of the HRD literature
The Distinctive Nature of Three Chapters – <i>Did you make each chapter distinctive as directed?</i>	Three chapters are distinctive as directed	For the most part, three chapter are distinctive as directed	Three chapters are not sufficiently distinctive as directed	Three chapters are not submitted or don't show the distinctive nature of each chapter as directed
Organization and Logical Flow – <i>Are three chapters well-organized and do ideas logically flow?</i>	Three chapters are well-organized, and ideas are arranged in a logical manner	Three chapters are adequately organized, and ideas are arranged reasonably	Three chapters are somewhat organized, and ideas don't flow well	Three chapters lack organization, and ideas don't flow in a logical manner
Clarity – <i>Are the three chapters written in a clear manner?</i>	Three chapters are well written, clear, and free from grammar and spelling errors	Three chapters show above-average quality and clarity in writing	Three chapters show an average quality in writing and clarity	Three chapters show a below-average quality of writing and clarity
Attention to Details - <i>Did you follow the APA (7th ed.) formatting guidelines?</i>	Three chapters demonstrate a doctoral student's attention to detail and the APA formatting guidelines	Three chapters demonstrate a doctoral student's attention to detail, but there are minor issues in APA formatting guidelines	Three chapters don't demonstrate a doctoral student's attention to detail, and several errors are noted in APA formatting guidelines	Three chapters don't demonstrate a doctoral student's attention to detail, and many errors are noted in APA formatting guideline