

HRD 5343: Foundations of Human Resource Development (50836)

Summer 2022

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), Associate Professor |
| Class Time: | May 9 (Mon)–July 31 (Sun) |
| Office Hours (Synchronous): | Bi-weekly Mondays (5/9, 5/23, 6/6, 6/20, 7/11 & 7/25) at 8:00pm 9:00pm CDT (Other times by appointment) |
| Communication: | Canvas, emails, and Zoom |
| Course Access: | https://uttyler.instructure.com/courses/30918 |
| Zoom: | https://uttyler.zoom.us/my/yjcho |

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)¹ 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)². 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 creating a promotional piece (e.g., brochure, website) on HRD as a final project. Students will read required readings and discuss what each domain of HRD means. A team of two to three students will collaborate to create a promotional piece that represents the HRD field as you explain them to people in your context.

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 weekly discussion questions, commenting on other students' postings, and leading a week's discussion

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

² Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends*, 61, 46-52. <https://doi.org/10.1007/s11528-016-0124-6>

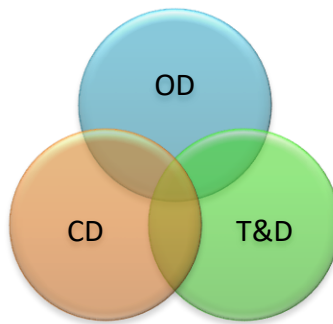
- Discuss the interdisciplinary nature of HRD and its neighboring field HRM
- Discuss emerging trends in the HRD field: diversity and the role of HRD
- Work in teams to exhibit an understanding of HRD that consists of three domains in the form of a promotional piece which you feel most comfortable creating such as a poster, brochure, website, or video.
- Develop communication skills through working with team members as well as the instructor
- Reflect on class activities, teamwork, the final project, lessons learned, and future plans 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

Three Domains of HRD



This course is divided into the following topics:

- Introduction
- Basics of HRD
- Ethics in HRD
- Training & Development
- Career Development
- Organization Development
- Emerging Trends in HRD
- Synthesis & Reflection

READ ME FIRST (Canvas Modules)

Begin each week by reading a **Read Me First** (Canvas Modules) that will be posted by **Saturday at 9:00am CDT** to I will guide you to the content and things to do in the following week.

Mini lectures on postings, three HRD domains (T&D, CD, and OD), and final project will be added to Read Me First pages.

In the first week, post your introduction in Discussion (Canvas) to identify your team members to work on the final project throughout the semester.

SYNCHRONOUS MEETINGS

Research on online teaching and learning (e.g., Garrison et al., 2000³) indicates that students need synchronous meetings to feel *presence* in online classes. Many students from previous years also suggested the need to regularly meet to be on the same page. To that end, we will have bi-weekly synchronous meetings via Zoom (<https://uttyler.zoom.us/my/yjcho>), including:

- Orientation in the first week (Week 1)
- Weeks 3, 5, 7 and 10
- Draft presentation before final submission (Week 12)

These synchronous meetings are optional, though recommended. I will provide Zoom recordings so that you can visit missing meetings whenever convenient. If you cannot make the **draft presentation meeting** as a team, please let me know in advance so that I can arrange an alternative presentation format such as a short video presentation. In these meetings, you can ask any questions related to course assignments and class activities. You may also contact me for a one-on-one meeting by appointment.

INDIVIDUAL AND TEAMWORK

This course is based on a combination of individual work (53.3%) and team project-based learning (46.7%) as many business courses are, so students are required to work in teams as well as individually. To that end:

- Form a team of three students based on common interests (e.g., HRD), proximity (e.g., the same time zone), and diversity (e.g., gender, nationality).
- Name your team for team building purposes. Be creative! 😊
- Set up **ground rules** for quality teamwork (see **Appendix 2** for a sample). To evaluate your teamwork, you will be asked to fill out a **peer evaluation form** (see **Appendix 4** at the end of this syllabus) twice, at the mid-term and the end of the semester. At the mid-term, revisit your ground rules to refresh your teamwork. Your **team contribution points** (out of 10) will be converted from your average peer evaluation score (out of 4).

FEEDBACK-BASED

Research shows that team-based project learning is not possible without the instructor's feedback, so this course is based on my constant, detailed feedback provided throughout the semester. In the process, you will learn how to meet assignment requirements and improve writing as a master's students using the APA formatting guidelines as required in HRD.

However, many working students at UT Tyler do not seem to have sufficient time to factor in my detailed feedback for the improvement of their assignments. To meet your needs within limited time, I am going to give you one more opportunity to improve your assignment after receiving my first grade, if you want. To make this developmental process of assignments possible, the seamless communication between you (your team leader, specifically) and me is highly encouraged, including:

- If you want to block out a time slot for a meeting, please let me know in advance.

³ 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.
[https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)

- I don't mind meeting at night, if that is preferable because you are working.
- If your message is urgent, send me an email via ycho@uttyler.edu.
- If you need technical support, please contact Help on Canvas.

INSTRUCTOR EXPECTATIONS

Online courses are based on two-way communication between the instructor and students. I expect you to aim at achieving learning goals that meet the quality standards at the master's degree level. It is YOU who are expected to take responsibility for achieving the learning goals and completing all assignments and class activities within the due dates. In each step of the process, I will be there to provide you with prompt, constant, and detailed feedback. If assignment guidelines are unclear to you, ask for clarification. If you do not understand my evaluation comments, which might happen sometimes, ask for extra feedback until it makes sense. As this is a project-based learning course that I have taught over the past several years, I hope that it will clearly set the right expectations for what to do (e.g., teamwork) and what not to do (e.g., free-ride). The bottom line is to learn as intended so that you will become an informed HR(D) practitioner in diverse contexts, as stated by a recently graduated master's student: "I landed a position with Tyson Foods managing training in two plants. My role includes T&D and OD projects. Your class provided me a great foundation to support me in a career in HRD." To achieve this goal, please be willing to learn new competencies such as the APA writing style. A critical success factor for you is communication, communication, and communication!

APA FORMATTING GUIDELINES

You must follow the **APA (2020)**⁴ in all writing assignments as it is required in the 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 APA 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.

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

ASSIGNMENTS AND DUE DATES

This course requires you to complete both individual work and team project-based work including five assignments: weekly postings, your own definition of HRD, a final project (advertising of HRD), class activities, and a reflection paper. All assignments are due by **Sunday at 11:59 pm CDT with two exceptions (below)**.

| | Assignment | | Level | Point (%) | Due |
|-------|--------------------------------------|---|-------|---------------|---|
| 1 | Weekly discussion postings (10x10) | | Ind | 100 (33.3) | Weeks 1 to 10 (Answers by Thu & Comments by Sun) |
| 2 | Your own definition of HRD | | Team | 20 (6.7) | 5/29 |
| 3 | Advertising HRD | Team formation & Ground Rules (10) | Team | 100 (33.3) | 5/22 |
| | | One-page outline (10) | | | 6/12 |
| | | Progress report (10) | | | 7/10 |
| | | Draft (30) & Presentation (10) | | | 7/24 & 7/25 |
| | | Final submission (30) | | | 7/29 (Fri) |
| 4 | Class Participation Activities | Introduce Yourself (10) | Ind | 60 (20) | 5/12 (Thu) |
| | | Discussion Lead (20) | | | Your choice |
| | | Team Contributions (Mid-term & final peer evaluation) (10x2) | | | 6/19 & 7/31 |
| | | Class Evaluation (mid-term) (10) | | | 6/19 |
| 5 | Reflection Paper | | Ind | 20 (6.7) | 7/31 |
| Total | | | 300 | | |

Weekly Discussion Postings (100 pts)

I will post weekly discussion questions on Canvas Discussion, 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 a week's discussion question by the end of **Thursday** and two comments on other students' answers by the end of **Sunday**. **This assignment is worth 10 points each week: 6 points for an answer and 4 points for two comments.**

Choose a week to play a discussion lead role and write down your choice on [Google Docs](#). **Discussion lead** is an excellent opportunity to manage a week's discussion so that you learn how to deepen your knowledge on the week's topic and to ask probing questions to engage students in in-depth discussion. To that end, do the following:

- Read all required and optional readings.
- Read all your discussion group members' postings.
- Respond to interesting or intriguing postings and provide thoughtful feedback or ask probing questions for in-depth discussion.
- To earn the full 20 points, you must be present throughout the week.

In the process of weekly discussions, students will better understand HRD in the real world 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 (Thu), so that you can revise your answers by the second due date (Sun). I suggest you post the two comments before it is too late so that you can be active in discussion with others. I also suggest you do not add References at the end of your short answer unless there are new readings cited, to save space (see **Appendix 1 for the postings rubric**).

Your Own Definition of HRD (20 pts)

To work in teams, form a team of three students and set up ground rules (see **Appendix 2 for a ground rules sample**). Definitions of HRD are diverse and are often not agreed upon because they are constantly evolving. In this first assignment, student teams are required to conduct interviews with at least two HRD people located anywhere:

- One interviewee should be a faculty member or practitioner in HRD or related fields who know the HRD field.
- The second interviewee should be a graduate student or recent graduate in HRD or related fields, preferably someone who has taken HRD 5343 (Foundations or HRD).

Note: Please avoid interviewing a faculty in HRD at UT Tyler as the goal of this assignment is to see diverse perspectives of HRD. Based on interviews, readings, and class discussions, you will write up a single-spaced one-page definition of HRD answering the following questions:

- Who did you interview and why? (interview participants)
- What questions did you ask? (interview questions)
- How did you come up with your own definition? (defining process)

This assignment will be graded for its organization, clarity, relevance, originality, and attention to detail (APA). You may revisit your own definition later to complete a final project.

Final Project: Advertising HRD (100 pts)

Work in teams. The purpose of the final project is to show your understanding of the field of HRD from the three domains perspective: T&D, CD, and OD. Think of the project as an advertisement or a promotional piece that represents the HRD field as you explain it to people in your context. This promotional piece can be in whatever platform (e.g., poster, website, video, or brochure) you feel most appropriate as long as it meets the requirements as expressed in the grading rubric (see **Appendix 3 for the final project rubric**). The advertisement should answer the following questions for the intended audience:

- What does HRD mean to you?
- What are the major ideas of the three domains of HRD (T&D, CD, and OD)?
- How do the three domains of HRD (T&D, CD, and OD) differ?
- How might you implement the three domains of HRD in your context?

Remember, this is 33.3% of your grade and serves as a capstone to what you have learned!

Class Participation (60 pts)

Actively participate in class activities including: (a) introduce yourself, (b) lead a discussion, (c) fill out a peer evaluation form twice (mid-term and final) which will be converted to your team contribution points (out of 10) (see **Appendix 4 for the peer evaluation form**), and (d) evaluate the class (mid-term) via Qualtrics.

Reflection Paper (20 pts)

Individually write a single-spaced, three-page reflection paper. The purpose of this assignment is to help students reflect on what they have learned. This paper is composed of: (a) title, purpose, and introduction, (b) key points of lessons learned through class activities and the project process, (c) **future plans** on how you are going to use knowledge and skills you have learned to your context, and (d) conclusion with suggestions.

FINAL GRADES

| Grade | A | B | C | D | F |
|--------|----------|-----------|-----------|-----------|-----------|
| Range | over 90% | 80% - 90% | 70% - 80% | 60% - 70% | below 60% |
| Points | over 270 | 240 - 270 | 210 - 240 | 180 - 210 | below 180 |

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 reasons why you need an extension or incomplete **in advance**.

COURSE POLICIES

Late Work

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

Academic Dishonesty Statement

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

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

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

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

UNIVERSITY POLICIES

Information is available on the Canvas Syllabus.

COLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the Soules 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.

RESOURCES

Contacts

Business Librarian at UT Tyler **Sarah Norrell** (snorrell@uttyler.edu) is resourceful to search HRD publications. You may also ask for help to Beth Hyatt (bhyatt@patriots.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](#)). If you become a member of the Academy of Human Resource Development ([AHRD](#)), you may access all HRD journals, except *EJTD*.

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 ethics in HRD (<https://uttyler.instructuremedia.com/embed/f368bc41-115f-4eae-8591-d3a1577fc431>)

HRD Masterclass Podcast Series (hrdmasterclass.com) is podcast series from the AHRD, which is the organization that leads HRD through research. The podcast explores the fundamentals of HRD and how those are changing in the workplace of the 2020s. Each of the 60 to 90-minute episodes focuses on a different aspect of HRD and includes a one-to-one discussion with each guest, as well as a group discussion where all of the guests are together to discuss their shared interest in the episode topic. Season 1 Episode 7 on Diversity, Equity, and Inclusion and Season 2 Episode 4 on employee engagement are sponsored by UT Tyler's Department of HRD.

| Season 1 Episode | Topic | HRD Scholar | Season 2 Episode | HRD Scholar |
|------------------|--------------------------------|------------------------------|-----------------------------------|------------------------------|
| 1 | History and Foundation of HRD | Perriton & Swanson | Action Learning | Brook & Marquardt |
| 2 | Learning in Organizations | Alston, Marsick & Watkins | Ethics in HRD | Durani, Hughes & Kuchinke |
| 3 | Organization Development | Egan & McLean | Technology in HRD | Akdere, Bennett & Khandelwal |
| 4 | Training & Development | Jacobs, Shirmohammadi & Yoon | Employee Engagement | Lee, Nimon & Shuck |
| 5 | Career Development | Ghosh & McDonald | Marginalization & Privilege | Collins, Gedro & Scott |
| 6 | Critical HRD | Bierema, Elliott & Greer | Training Transfer & Sustainment | Nafukho & Ruona |
| 7 | Diversity, Equity, & Inclusion | Byrd, Cho & Sparkman | Leadership Development | Madsen & Stead |
| 8 | Cross-Cultural Issues | Osman-Gani & Rasdi | HRD in Small & Medium Enterprises | Mustafa, Nolan & Short |
| 9 | Evaluating HRD | Ke & Ruff-Eft | Meaningful Work | Bailey & Park |
| 10 | Strategic HRD | Garavan & Hutchins | Coaching | Jones & Ellinger |
| 11 | Fundamentals of HRD | Short | Developing as an HRD Professional | Short |

TEXTBOOK

No textbook is required in this course.

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.
- Swanson, R. A. (2022). *Foundations of human resource development* (3rd ed.). Berrett-Koehler Publishers.
- Werner, J. M. (2021). *Human resource development: Talent development* (8th ed.). Cengage Learning.

REQUIRED READINGS

All journal articles and book chapters are posted on Canvas Files. I also added a link to a journal article in this syllabus so that you may access. See how I referenced materials to follow the APA formatting guidelines.

Week 1 (5/9-5/15): Introduction

- Livingston, J. S. (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 Season 1 [Episode 1](#): History and foundation of HRD
- AHRD HRD Masterclass Podcast Series Season 1 [Episode 11](#): Fundamentals of HRD

Week 2 (5/16-5/22): 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. <https://doi.org/10.1177/1523422315572618>
- Werner, J. M. (2014). Human resource development ≠ human resource management: So what is it? *Human Resource Development Quarterly*, 25(2), 127-139. <https://doi.org/10.1002/hrdq.21188>

Week 2 – Optional

- Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology [Special issue]. *TechTrends*, 61, 46-52. <http://dx.doi.org/10.1007/s11528-016-0124-6>
- 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. <https://doi.org/10.1002/hrm.20002>

Week 3 (5/23-5/29): 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

AHRD HRD Masterclass Podcast Series Season 2 [Episode 2](#): Ethics in HRD

Russ-Eft, D. (2018). Second time around: AHRD Standards and Ethics and Integrity. *Human Resource Development Review*, 17(2), 123-127. <https://doi.org/10.1177/1534484318772123>

Week 4 (5/30-6/5): T&D 1

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. <https://doi.org/10.1002/hrdq.21330>

Kraiger, K. (2014). Looking back and looking forward: Trends in training and development research. *Human Resource Development Quarterly*, 25(4), 401-408. <https://doi.org/10.1002/hrdq.21203>

Week 4 – Optional

AHRD HRD Masterclass Podcast Series Season 1 [Episode 4](#): Training & Development

AHRD HRD Masterclass Podcast Series Season 2 [Episode 6](#): Training Transfer & Sustainment

Week 5 (6/6-6/12): T&D 2

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

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. <https://doi.org/10.1177/1529100612436661>

Week 5 – Optional

AHRD HRD Masterclass Podcast Series Season 2 [Episode 7](#): Leadership Development

Week 6 (6/13-6/19): CD 1

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

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.

Week 6 – Optional

AHRD HRD Masterclass Podcast Series Season 1 [Episode 5](#): Career Development

Week 7 (6/20-6/26): CD 2

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

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.

Week 7 – Optional

Hite, L. M., & McDonald, K. S. (2020). Careers after Covid-19: Challenges and changes. *Human Resource Development International*, 23(4), 427-437.
<https://doi.org/10.1080/13678868.2020.1779576>

Week 8 (6/27-7/3): OD 1

Boak, G., Gold, J., & Devins, D. (2020). Action learning and action research to alleviate poverty. *Action Learning: Research and Practice*, 17(1), 48-61. <https://doi.org/10.1080/14767333.2020.1712842>

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.

Week 8 – Optional

AHRD HRD Masterclass Podcast Series Season 1 [Episode 3](#): Organization Development

AHRD HRD Masterclass Podcast Series Season 2 [Episode 2](#): Action Learning

Week 9 (7/4-7/10): 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.
<https://doi.org/10.1002/hrdq.21186>

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 9 – Optional

Cooperrider, D. L., & Fry, R. (2020). Appreciative inquiry in a pandemic: An improbable pairing. *The Journal of Applied Behavioral Science*, 56(3), 266-271.
<https://doi.org/10.1177/0021886320936265>

Week 10 (7/11-7/17): The Role of HRD in the Covid-19 Pandemic

Li, J., Ghosh, R., & Nachmias, S. (2020). A special issue on the impact of the COVID-19 pandemic on work, worker, and workplace!? Implications for HRD research and practices in time of crisis. *Human Resource Development International*, 23(4), 329-332.
<https://doi.org/10.1080/13678868.2020.1780715>

McGuire, D., Germain, M.-L., & Reynolds, K. (2021). Reshaping HRD in light of the Covid-19 pandemic: An ethics of care approach. *Advances in Developing Human Resources*, 23(1), 26-40.
<https://doi.org/10.1177/1523422320973426>

Week 10 – Optional

AHRD HRD Masterclass Podcast Series Season 2 [Episode 11](#): Developing as an HRD Professional

Gibson, C. (2020). From “social distancing” to “care in connecting”: An emerging organizational research agenda for turbulent times. *Academy of Management Discoveries*, 6(2), 165-160.
<https://doi.org/10.5465/amd.2020.0062>

HRD 5343 COURSE SCHEDULE⁵

| Unit | Week | Topic | Reading | Assignment |
|----------|-------------------|--|---|---|
| Intro | 1 (5/9-5/15) | Zoom 1: Orientation (5/9) Introduction HRD Masterclass: History & Fundamentals | Livingston (2003); McLagan (1989) | Introduction (5/12) Discussion lead (5/12) Discussion groups Discussion 1 |
| Basics | 2 (5/16-5/22) | Basics of HRD 1: The interdisciplinary nature Meet the Leader 1: Werner | Cho & Zachmeier (2015); Werner (2014) Optional: Cho (2017); Ruona & Gibson (2004) | Forming teams & ground rules (5/22) Discussion 2 |
| | 3 (5/23-5/29) | Zoom 2 (5/23) Basics of HRD 2: Ethical issues HRD Masterclass: Ethics in HRD Meet the Leader 2: Russ-Eft | Christensen (2010); Kouchaki & Smith (2020) Optional: Russ-Eft (2018) | Discussion 3 Your own definition of HRD (5/29) |
| T&D | 4 (5/30-6/5) | T&D 1 HRD Masterclass: T&D & Training Transfer | Johnson et al. (2018); Kraiger (2014) | Discussion 4 |
| | 5 (6/6-6/12) | Zoom 3 (6/6) T&D 2 HRD Masterclass: Leadership Development | Beer et al. (2016); Salas et al. (2012) | Discussion 5 Final project: One-page outline |
| CD | 6 (6/13-6/19) | CD 1 HRD Masterclass: Career Development | Butler & Waldroop (1999); McDonald & Hite (2015) | Discussion 6 Mid-term class & peer evaluation |
| | 7 (6/20-6/26) | Zoom 4 (6/20) CD 2 | Cho et al. (2019); Kuchinke (2014) Optional: Hite & McDonald (2020) | Discussion 7 |
| OD | 8 (6/27-7/3) | OD 1 HRD Masterclass: OD & Action Learning | Boak et al. (2020); Egan (2015) | Discussion 8 |
| | 9 (7/4-7/10) | OD 2 | Cummings & Cummings (2014); Groysberg et al. (2018) Optional: Cooperrider & Fry (2020) | Discussion 9 Progress report |
| HRD Role | 10 (7/11-7/17) | Zoom 5 (7/11) The role of HRD HRD Masterclass: Developing as an HRD Professional | Li et al. (2020); McGuire et al. (2021) | Discussion 10 |

⁵ All due dates and assignments are subject to change depending on the circumstances throughout the semester.

| Unit | Week | Topic | Reading | Assignment |
|------------------------------|-------------------|--|---------|---|
| Synthesis & Reflection | 11 (7/18-7/24) | Project work | | Draft submission (7/24) |
| | 12 (7/25-7/31) | Zoom 6: Draft presentation (7/25) Final submission (7/29) Reflection (7/31) | | Final submission Reflection paper Peer evaluation (final) (7/31) Course evaluation |

Appendix 1: Weekly Discussion Postings

Rubric

| Evaluation Criteria | Rating | | |
|--|---|---|---|
| | Excellent | Needs Work | Unsatisfactory |
| Meeting two deadlines (Thu & Sun) | Posts (an answer and two comments) were posted by the two deadlines | One of the posts was posted after the deadline | Posts were posted after the deadline, or posts were missing/not submitted |
| Citing two required readings in the week's answer | Required readings were cited in the week's answer | Only one of the two required readings was cited or none were cited in the week's answer | Neither of the two required readings were cited in the week's answer, or posts were not submitted |
| Writing in a compact and pointed way and following the APA style (7 th ed.) | Writing followed the APA style and was compact and pointed within a short paragraph | Writing did not follow the APA or was not compact and pointed within a short paragraph | Writing did not follow the APA style and was not compact and pointed, or posts were not submitted |

Appendix 2: Team Ground Rules Sample

Team Name: Team Needy

Members: Robert Pierce, Karen Carson, Alexandria (Grace) Motley

Team Leader: Robert Pierce

Purpose: The mission of Team Needy is to collaborate and apply critical thinking skills as a team to practice and apply the design and overall development of a needs assessment report through the guidance of Dr. Cho. Team Needy will brainstorm, communicate effectively, and share creative ways to apply critical thinking to the needs assessment process and report.

Weekly Meetings: Zoom meetings will be held once per week at 8:00 p.m. CST every Thursday for the duration of the Spring 2022 semester.

Documents: Microsoft Word will be used to create, store, and collaborate content related to the team project. The team lead will submit all team assignments and documents by or before the due date assigned to Dr. Cho.

Communication Between Group Members: A GroupMe chat room is utilized to send and receive text message-style communication 24/7, so that team members may be in constant contact.

Communication with Professor: When contact with Dr. Cho is required, the group will reach a consensus on an official message sent by the team leader through Canvas, Patriot email, or Zoom during office hours. The team leader will then disburse appropriate feedback to the team members.

Participation: Each member will actively participate. If a team member must miss a meeting, communication will occur as soon as possible. All group members must be flexible and respectful of time. The breakdown of responsibilities for each team member and expected completion time will be decided no less than one week before the due date of each assignment.

Consensus and Disagreements: All decisions will be reached as a group; We commit to reaching an agreement, by all three team members, before submitting any academic material. Group members must listen when there is disagreement, understand and respect each other's point of view, and resolve the conflict with each team member's decision. We shall respect diversity in each member's thoughts, opinions, and beliefs with openness and inclusivity. If the team is unable to reach a consensus, we will utilize a voting system to reach a final decision or course of action. Should our team incur irreconcilable differences during this course, Dr. Cho will be contacted as an arbitrator to provide guidance and support to reach a final decision and or consensus.

Appendix 3

Final Project: Advertising HRD

Rubric

The final project will show your understanding of the field of HRD from the three domains perspective: T&D, CD, and OD. Think of the project as an advertisement or a promotional piece that represents the HRD field as you explain it to people in your context. This promotional piece can be in whatever platform (e.g., website, video, or brochure) you feel most appropriate as long as it meets the requirements as expressed in the grading rubric. The advertisement should answer the following questions for the intended audience:

- What does HRD mean to you?
- What are the major ideas of the three domains of HRD (T&D, CD, and OD)?
- How do the three domains of HRD (T&D, CD, and OD) differ?
- How will you implement the three domains of HRD in your context?

| Evaluation Criteria | Specification |
|-------------------------------|--|
| Project Requirements | <ul style="list-style-type: none">▪ Cover all three domains of HRD (T&D, CD, and OD)▪ Contains citations, examples, and evidence |
| Communication | <ul style="list-style-type: none">▪ Product clearly presents information about HRD and three domains▪ Product answers four questions (above) |
| Introduction | <ul style="list-style-type: none">▪ Your own definition of HRD▪ Introduction to the advertisement of HRD▪ Selection of your context▪ Overview of the context covered▪ Citations and references |
| Three Domains (T&D, CD, & OD) | <ul style="list-style-type: none">▪ Definitions, concepts, issues, and trends▪ Key terms and meanings are included▪ Citations and references |
| Implications for your Context | <ul style="list-style-type: none">▪ Examples of how each of the three domains can be applied to organizations▪ Implications for your context▪ Citations and references |
| Use of Terms and Ideas | <ul style="list-style-type: none">▪ Efforts are made to apply the terms and ideas from class to your product▪ Evidence/examples/references are used to support your arguments |
| Creativity | <ul style="list-style-type: none">▪ Selection of an optimum platform for the provision of the content▪ Development of an original product▪ Presentation of complete product demonstrates your creative efforts |
| Professional Outlook | <ul style="list-style-type: none">▪ Balance between content and design, consistency, and clear message▪ Use of APA and no grammar and spelling errors▪ Professional outlook |

Appendix 4: 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) |

| | | | | |
|--|--|--|--|--|
| Preparation 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 | | | | |
| Participation & Communication Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate | | | | |
| Helps Group Excel 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 | | ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ | ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ | |
| Team Player (Cooperation) Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others | | ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ ⚡ | | |
| Member Name | ⚡ | Helps Group Excel | Participation & Communication | Preparation |
| | 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: _____