



## The Academy of Human Resource Development Graduate Student Research Colloquium

Offered in conjunction with the 2015 Academy of Human Resource Development International Research  
Conference in the Americas | St. Louis, Missouri  
February 18 – February 21, 2015

In the past, this course has involved participation by students and faculty from a number of universities including the following:

<b>Barry University</b>	<i>EDU 592HR Special Topics: Emerging Research in HRD</i>
<b>Bowling Green State University</b>	<i>TECH684, TECH784 Emerging Research</i>
<b>Colorado State University</b>	<i>VE 666 Program Evaluation</i>
<b>George Washington University</b>	<i>HOL 8720: Seminar - Applied Research in Human and Organizational Learning</i>
<b>Northern Illinois University</b>	<i>CAHA 590-P1 Seminar: Emerging Research in Adult Education</i>
<b>North Carolina State University</b>	<i>EAC 830 Independent Study</i>
<b>Oregon State University</b>	<i>AHE 599 Directed Study in HRD Research</i>
<b>Texas A&amp;M University</b>	<i>EHRD 628 Research and Publishing in HRD</i>
<b>University of Arkansas</b>	<i>VAED 660v: Special Topics in HRD.</i>
<b>University of Georgia</b>	<i>EADU6000 Directed Study in Occupational Studies</i>
<b>University of Houston</b>	<i>HRD 6397 Special Problems in HRD</i>
<b>University of Illinois, UIU</b>	<i>CHRE 595 Independent Study</i>
<b>University of Minnesota</b>	<i>OLPD 5610 Survey of Research Methods and Emerging Research in HRD</i>
<b>University of Wisconsin—Milw.</b>	<i>AD LDSP 779 Emerging Research in HRD &amp; Adult Education</i>
<b>University of Louisville</b>	<i>ELFH 696: Independent Study</i>
<b>University of Texas at Tyler</b>	<i>HRD 6359 Advanced Research Seminar in HRD</i>



## COURSE LOGISTICS

As part of the Graduate Student Research Colloquium (abbreviated as the colloquium) requirements, students are expected to be present at the conference site from early morning on Wednesday, February 18 through late Saturday, February 21, 2015. To maximize their experiential learning, students are required to attend all sessions offered during the pre-conference period (Wednesday morning through Thursday at noon), as well as the full conference (Thursday afternoon through Saturday evening). There are no exceptions to this attendance requirement.

Students are fully responsible for arranging their own transportation and lodging. Hotel information can be found on the AHRD website. Finally, students are expected to arrive in St. Louis, MO by the evening of Tuesday, February 17. For other important pre-conference logistics, please contact the course instructor at your university.

### Registration

If you are currently enrolled in an academic program that supports your participation in the colloquium, contact the instructor regarding registration. If you are not currently a member of an institution that is supporting the colloquium, you have two options: (1) contact a faculty member at your institution to determine if he or she would support your participation in the colloquium as part of a directed study or research-related project for academic credit; (2) contact one of the above institutions to enroll in the colloquium.

If you need assistance with these issues, please contact the **colloquium coordinators**:

- **Dr. Jia Wang** at Texas A&M University: [jiawang@tamu.edu](mailto:jiawang@tamu.edu); or
- **Dr. Tomika Greer** at the University of Houston: [twgreer@central.uh.edu](mailto:twgreer@central.uh.edu)

As part of colloquium participation, you must do two things: 1) register for the full conference; and 2) register for the colloquium. Go to [www.ahrd.org](http://www.ahrd.org) for details.

### Conference Location

Hyatt Regency St. Louis at the Arch  
315 Chestnut Street  
St. Louis, Missouri, USA 63102  
(314) 655-1234  
[www.stlouisarch.hyatt.com/en/hotel/home.html](http://www.stlouisarch.hyatt.com/en/hotel/home.html)

Room rate is \$125 single/double plus tax, \$150 triple plus tax, and \$175 quadruple plus tax  
Reservation rate cutoff date is Tuesday, January 27, 2015  
Link for reservations: <https://resweb.passkey.com/go/ACAD2015>

If your travel plans change and you need to make changes to your reservations, you can call 1-888-421-1442. You can also text at 314-287-5399 for any request before, during or after your stay.

**Managing Expenses**

Former student participants have identified sharing a room with another student(s) as an important cost savings strategy. Contact your instructor or colleagues/peers to determine if this is possible. Starting to immediately investigate air travel options is also important as prices may rise as the travel dates approach. A modest continental breakfast and snacks are typically available as part of the conference and hors d'oeuvres are commonly available during Thursday, Friday and Saturday evenings. As noted in the hotel information, a variety of affordable restaurants and food courts are within brief walking distance.

**Course Instructors**

Your university should have an instructor responsible for your colloquium participation. She or he will make a final determination regarding course requirements beyond your on-site participation during the colloquium in St. Louis, MO. However, if you are not currently affiliated with a sponsoring institution, but would like to participate in the colloquium, please contact either one of the colloquium coordinators (contact information listed above).

Although a number of faculty and guest speakers will participate in the colloquium delivery, the onsite scheduling and coordination of the colloquium will be facilitated by Dr. Jia Wang and Dr. Tomika Greer.

# SYLLABUS

## COURSE DESCRIPTION

Participants in this colloquium will examine various aspects in HRD, including: the role of research, research paradigms, critical issues and emerging themes, and the role of professional organizations. They will also learn how to evaluate and critique HRD research. For master's students, this course provides an opportunity to explore the means to incorporate research into practice and to build a professional identity as a scholarly practitioner. For doctoral students, this course provides a venue for sharing research work and to explore the path to establish a scholarly identity and an academic career. This course is offered in association with the annual conference of the Academy of HRD.

## COURSE OBJECTIVES

Upon completion of the course, participants should be able to:

1. Describe the role of research in HRD.
2. Describe the role of theory in HRD.
3. Understand research paradigms and related methods used to conduct and report research.
4. Describe the standards for good research in HRD.
5. Outline the criteria to use in evaluating research in HRD.
6. Critique and, with a team, present a critique of a conference paper.
7. Describe how HRD research is reviewed and published and the standards used to review and judge papers submitted for publication.
8. Develop an action plan for building a professional identity.
9. Participate fully in the Academy of Human Resource Development (AHRD) annual conference.
10. Provide critiques of AHRD conference programs, presentations, and activities.

## COURSE OUTLINE

This course consists of 48 contact hours and includes on-campus learning at your respective institution as well as large and small group work during the AHRD conference. The course also requires individual outside work to complete the assignments. A detailed schedule providing timelines for each area emphasized below will be provided.

### *Pre-Conference Meeting(s), before February 18*

- The number of meetings will be determined by your sponsoring instructor and the meeting(s) will be held at your institution.

### *During the Conference Meeting*

Students will meet in three formats during the course:

1. *Learning Community*: Large group sessions with all colloquium participants, featuring panel presentations and facilitated discussion from HRD scholars and practitioners.
2. *Breakout Groups*: Smaller groups facilitated by course instructors in separate rooms.
3. *Presentation Groups*: Three to five students collaborating to critique a conference article and present results.

### *Wednesday, February 18, 9am – 6pm*

- Welcome and Introduction Session (all student participants and faculty facilitators).

### **Breakout Sessions**

<b>Doctoral Colloquium</b>	<b>Master's Colloquium</b>
<ul style="list-style-type: none"><li>• Introductions, overview of syllabus, and course schedule</li></ul>	<ul style="list-style-type: none"><li>• Introductions, overview of syllabus, and course schedule</li></ul>
<ul style="list-style-type: none"><li>• Research symposium – Presentation of individual dissertation topics</li></ul>	<ul style="list-style-type: none"><li>• Overview of research paradigms</li></ul>
<ul style="list-style-type: none"><li>• Developing a scholarly identity - HRD Scholar Panel</li></ul>	<ul style="list-style-type: none"><li>• Research-to-Practice: Journey of HRD Scholarly Practitioners</li></ul>
<ul style="list-style-type: none"><li>• Action planning for a scholarly career</li></ul>	<ul style="list-style-type: none"><li>• Evaluating and critiquing research</li></ul>

**Thursday, February 19, 9am – 12pm**

### **Break Sessions**

<b>Doctoral Colloquium</b>	<b>Master's Colloquium</b>
<ul style="list-style-type: none"><li>• Writing studio</li></ul>	<ul style="list-style-type: none"><li>• Group presentations of research critiques</li></ul>

- Closing Session of the colloquium and Welcome Session to the Conference (all student participants and faculty facilitators)

**Thursday afternoon, February 19 - Saturday evening, February 21**

- Participate fully in conference activities; see conference program and proceedings CD

**Saturday afternoon, February 21, 5:30pm**

- Learning Reflection Session (all student participants, Dr. Jia Wang, and Dr. Tomika Greer)

**Post-Conference Meeting(s), after February 22**

- The number of meetings will be determined by your sponsoring instructor and the meeting(s) will be held at your institution.

### **RECOMMENDED READINGS**

**Note:** Faculty from participating institutions may choose any readings listed below as required readings, based on their student needs and course learning objectives.

- Chalofsky, N., Rocco, T. S. & Morris, M. L. (Eds.). (2014). *The handbook of human resource development*. San Francisco, CA: Jossey-Bass.
- Girden, E. R. (2010). *Evaluating research articles: From start to finish* (3rd ed.). Thousand Oaks, CA: Sage.
- Graustein, J. S. (2011). *How to write an exceptional thesis or dissertation: A step-by-step guide from proposal to successful defense*. Ocala, FL: Atlantic Publishing Group.
- Locke, F. L., Silverman, S. J., & Spirduso, W. W. (2010). *Reading and understanding research* (3rd ed.). Thousand Oaks, CA: Sage.
- Poell, R. F., Rocco, T. S., & Roth, G. L. (Eds.). (2014). *The Routledge companion to human resource development*. London, UK: Routledge.

- Pyrczak, F. (2012). *Evaluating research in academic journals* (5th ed.). Glendale, CA: Pyrczak Publishing.
- Rocco, T. S., & Hatcher T. (Eds.). (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey-Bass.
- Swason, R. A. & Holton, E. F. III (2005). *Research in organizations: Foundations and methods of inquiry*. San Francisco: Berrett-Koehler.
- 2015 Academy of Human Resource Development Proceedings CD
- Additional readings available on the AHRD course website.

### **SUGGESTED ASSIGNMENTS**

The following assignments serve as examples of learning deliverables as a result of participating in this course. However, each sponsoring instructor has the right to adjust course assignments or alter the grade points address different learning needs of the students. In the case where students choose to complete assignments from the following list only, they must complete a minimum of 100 points. If more than 100 points are completed, the points will be apportioned back to 100 points. All papers must be prepared using word processing, double spaced, and submitted to the instructor of your institution for a grade. See language expectations in the following section. Grades will be assigned as follows:

1. Participate in the Colloquium portion of the course. (10 points; required of all students) (Criteria: 10 points = full attendance, active participation, insightful comments, appropriate use of class time, use of generally accepted small group dynamics, etc.)
2. Write a 5-7 page reflection paper to report the major learning takeaways from the conference colloquium, as well as overall experience with the conference. (20 points)
3. Write a 5-7 page report on a special conference event; include a summary and a critique. (20 points)
4. Write a 5-7 page report on one (or more) of the many Food 'n Thought activities; include a summary and a critique. (20 points)
5. Write a 6-8 page reflection paper on a selected research symposium (consisting of 3-4 full papers); including summary and a critique of presentations (30 points)
6. Select one of the published full papers. Write a 9-11 page paper suggesting how the theme of the paper could be pursued using alternative research paradigms. Address questions such as the follows. How would the research problem need to be stated differently? How would the methodology change? Why would one paradigm be chosen over another? What would fit best for your interests? Why? (40 points)
7. Develop a 9-11 page proposal for an action research project you will conduct with a real-life organization of your choice (your client). In your proposal, identify one critical issue you are interested in addressing; describe the significance of the identified issue to your client; and design an action research project you and your client will engage in addressing

the issue (be specific about the research methods and processes to be followed). (40 points)

8. Develop a 9-11 research proposal for a full paper you will submit to AHRD conference next year. In your proposal, identify your research purpose and questions; provide a review of related theory and research, describe the research methodology you will use, and discuss the potential contribution of your topic to HRD. For an empirical study proposal, you also need to identify prospective study participants, describe proposed data collection methods and analysis. (40 points).

**All assignments must be submitted to your sponsoring instructor**

**By Wednesday, April 29, 5pm;**

**Or, the date established by your sponsoring instructor.**

Earlier submission is encouraged.

## **GRADING**

<b>Grades</b>	<b>Points</b>
A	90-100
B	80-89
C	70-79
D	Re-register
F	Re-register

### **Incompletes**

A grade of I (incomplete) will not be assigned except in the case of a documented emergency. Late assignments will be penalized as identified with each project. Extra work to raise a grade is not permitted.

### **Make-up Assignments**

There will be no make-up assignments nor may they be redone.

### **Scholastic Misconduct**

Scholastic misconduct is defined broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work." Students who participate in any of these activities will receive an F in this course and will be subject to their university's disciplinary action.

## **PARTICIPATION/ACTIVE LEARNING APPROACH**

Class participation will be considered in determining final grades. This grade will be based on the assumption that:

- a) Students will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course.
- b) Student participation will reflect prior preparation of presentations and completion of reading assignments.

- c) Participation will reflect awareness of appropriate interpersonal communication, i.e., use of "I" statements; listening as well as articulating skills; assertiveness rather than passivity or aggression; demonstrated awareness of appropriateness of amount of class time being used by an individual student; shared ownership of classroom activities; feedback to instructors, guests, and classmates; and so on.

### **INCLUSIVE LANGUAGE**

It is imperative in this class, as well as important in an educational setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usages such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g., "workers...they," rather than "worker...he"), some combination of pronouns (e.g., (s)he, s/he, he/she), or alternative words (e.g., "people" rather than "mankind").

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of client or other organizations are white U.S. citizens. Respect for the diversity of the class and the multicultural world in which schools and other organizations operate will be expected.

The instructors recognize that both they and students may occasionally "slip" with regard to inclusive language; gentle and courteous reminders will help us all to continue to grow in this regard.

### **PREPARATION OF WRITTEN ASSIGNMENTS**

HRD work generally means that much time will be spent communicating in writing. It is important that you assume that communicating correctly is a necessity. Submitted papers, therefore, should be free of typographical, spelling, and grammatical errors. It is not expected that you will be a master typist; correction of errors in pen will be acceptable.

All written work should be produced in such a way that they are easy for the instructors to read. They must be double spaced. All pages should be numbered. All written work should be produced in Times New Roman 12-point font. Use only left justification for your margin (i.e., each line will end at a different place). This practice reduces considerably the reading time. Papers must meet these criteria in order to be graded. It is preferred that papers submitted by e-mail. If submitted as hard copy, please use a staple, not a paper clip, to hold the document together.

We assume a responsibility to assist you in identifying weaknesses in organization or structure in your writing. Experience suggests the following major problem areas:

1. Proofread carefully; if you make a typing error, at least mark the correction in pencil.
2. its = possessive  
it's = contraction for it is
3. Do not split infinitives, i.e., to run quickly, NOT to quickly run.

4. A dash is typed with two hyphens without a space before or after, e.g., end--then, NOT end-then, and NOT end - then. There is still a role for a hyphen, however, e.g., "up-to-date resume."
5. Watch subject-verb agreement. Number and tense must agree. Number agreement: The prices in our catalog DO not include sales tax.

Poor: Any student caught smoking in the halls will have their cigarettes confiscated.

Better: Any student caught smoking in the halls will have his or her cigarettes confiscated.

Best: All students caught smoking in the halls will have their cigarettes confiscated.

Tense agreement:

Poor: Jones and Smith (1984) discuss what happens when managers give bad performance appraisals. They reported about what happened in five companies.

Better: Jones and Smith (1984) discuss...report...

Better: Jones and Smith (1984) discussed...reported..

6. Use a comma before a conjunction ONLY if a complete clause follows the conjunction, e.g., The consultant signed the contract, but the client did not. BUT The consultant signed the contract but objected to paragraph 4.
7. Quotation marks always go outside periods and commas, e.g., ...end." They go outside the question mark if the question is quoted; inside if the whole sentence is a question.
8. Each sentence must have a SUBJECT and a VERB.
9. If a SENTENCE has more than FOUR lines, it's probably TOO LONG. Things to look for: more than two or three clauses; extraneous explanatory phrases; disconnected thoughts.
10. If a PARAGRAPH takes up more than ONE computer SCREEN or more than HALF A PAGE (double spaced), it's probably TOO LONG. It probably contains more than one main idea. See if it should be broken down into two or more concise paragraphs.
11. Every PARAGRAPH should develop ONE MAIN THOUGHT. This thought should be introduced in the TOPIC SENTENCE (usually the first sentence) and developed in the body of the paragraph.
12. An academic or professional paper should be written in a formal way, even if it has a "creative" thrust or content. This means that it should include a beginning, a middle, and an end. Make it easy for the reader, when possible, by using labels for these components, e.g., "Introduction," "Conclusion."

An introductory paragraph tells the reader where you are going by introducing the main points. The body of the paper should contain a separate section for each of the main points. Sometimes writers use a separate heading for each main point.

The conclusion, or summary, of the paper should take one or two paragraphs and summarize how your arguments have supported the main points you laid out in the introduction.

13. Papers must use APA style, just as is required for the submission of manuscripts to the AHRD conference and its publications: *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Some assistance with APA can be found on line at <http://www.wisc.edu/writing/Handbook/DocAPA.html>

### **SPECIAL FACILITIES AND/OR ARRANGEMENTS**

Individuals who have any disability that might affect their ability to perform in this class are encouraged to inform one of the instructors at the start of the course. Adaptation of methods, materials, or testing may be made as required to provide for equitable participation. The venue for this year's conference appears to have the capacity to accommodate individuals with hearing, mobility-related and other disabilities. Contact the hotel and your instructor for more information regarding travel, hotel and conference accommodations.

### **SEXUAL HARASSMENT**

Sexual harassment is prohibited. Complaints about sexual harassment should be reported to a course instructor, or AHRD President or Board member. Such an experience should also be reported to the appropriate office at your institution. Participating universities will have their own policies, which should be followed.