

**EHRD 612: Introduction to Training & Development**  
**Texas A&M University, Spring 2008**  
**Tuesdays, 6:00 – 9:00**  
**Harrington Tower, Room TBA**

*The Aggie Code of Honor: “Aggies do not lie, cheat, or steal, nor tolerate those who do.”*

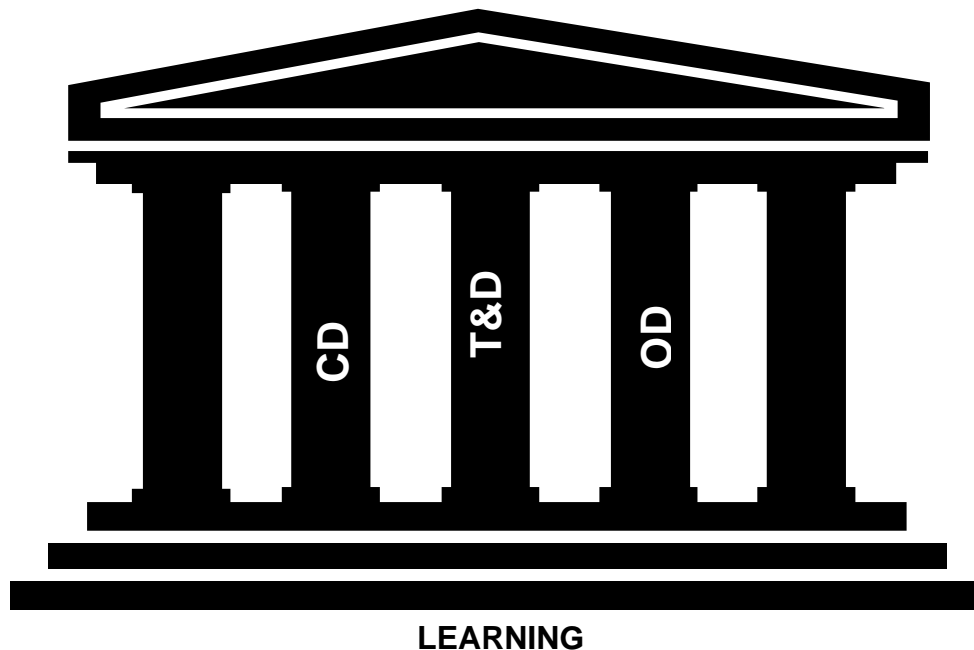
**Instructor:**

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**Course Description**

The underlying assumption that informed the development of the field of Human Resource Development (HRD) is that people—and, by extension, the organizational systems in which they interact—can learn and that experts can assist with the learning process. Thus, learning theory undergirds the very foundations of our field. Extending from this underlying assumption and originating theory base are the activity sets that are the hallmark of HRD—*Training & Development, Organization Development, and Career Development*.

**Human Resource Development**



This introductory course provides an overview of the Training & Development component of HRD. While delivering the traditional components of training assessment, design, delivery, implementation, and evaluation, this course also explores alternative ‘training’ modalities. The course is designed to provide participants a working knowledge of the basic skills required to be successful trainers in a current organizational environment; however, the course is also designed for participants to challenge the dominant assumptions under which

trainers are asked to work. For whom do we design training programs? For what purpose and to what ends? How do our actions as trainers influence the larger social systems in which we work and live?

### **Objectives**

By the end of this course, each student will have had the opportunity to:

1. Engage in scholarly writing;
2. Explore the broad spectrum of training & development within the context of HRD practice and research;
3. Demonstrate competence in platform training skills;
4. Conduct an organizational training needs assessment;
5. Evaluate an existing training program;
6. Explore alternative training experiences;
7. Articulate the implications of various approaches to training & development.

### **Required Texts**

Noe, R.A. (2002). Employee Training & Development (2d ed). New York: McGraw-Hill. ("N" on syllabus)

Grugulis, I. (2007). Skills, Training, and Human Resource Development: A Critical Text. New York: Palgrave Macmillan. ("G" on syllabus)

### **Recommended Text**

Caffarella, R.S. (2002). Planning programs for adult learners: A practical guide for educators, trainers, and staff developers. (2d ed.). San Francisco: Jossey-Bass, Inc. Publishers.

### **Additional Readings**

NOTE: Merriam & Caffarella, Preskill & Russ-Eft, and Darrah chapters will be provided by the instructor. The journal articles can be found through the university library databases.

### ***Chapters***

Darrah, C. (1996).

Merriam, S.B. and Caffarella, R.S. (1991). Learning in Adulthood: A Comprehensive Guide. San Francisco: Jossey-Bass, Inc.  
Chapter 7: Key Theories of Learning, pp. 123-139

Russ-Eft, D.F. and Preskill, H.S. (2001). Evaluation in Organizations: A Systematic Approach to Enhancing Learning, Performance, and Change. Cambridge, MA: Perseus.  
Chapter 2: The Evolution of Evaluation, pp. 39-61

### ***Articles***

Barnes, D.L. and Blevins, D.R. (2003). An anecdotal comparison of three teaching methods used in the presentation of microeconomics. *Educational Research Quarterly*, 27(4), 41-60.

Buch, K. and Bartley, S. (2002). Learning style and training delivery mode preference. *Journal of Workplace Learning*, 14(1), 5-10.

- Hansen, H.F. (2005). Choosing evaluation models: A discussion on evaluation design. *Evaluation*, 11(4), 447-462.
- Mirza, M., Anandan, N., Madnick, F. and Hammel, J. (2006). A participatory program evaluation of a systems change program to improve access to information technology by people with disabilities. *Disability and Rehabilitation*, 28(19), 1185-1199.
- Secret, M., Jordan, A. and Ford, J. (1999). Empowerment evaluation as a social work strategy. *Health & Social Work*, 24(2), 120-127.
- Taut, S. and Brauns, D. (2003). Resistance to evaluation: A psychological perspective. *Evaluation*, 9(3), 247-264.

## Class Schedule

<b>Date</b>	<b>Main Topic</b>	<b>Readings (To be done prior to class meeting)</b>	<b>Assignments</b>
January 15	Introductions & Overview	G: p. 1-11, Ch 2 N: Ch 1, Ch 9 Darrah Ch 1	Blogs
January 22	Models & Types of Training	G: Ch 5 N: Ch 3	Blogs
January 29	Needs Analysis & Assumptions of Learning	N: p. 123-126, 136-139 Merriam & Caffarella chapter Darrah Chs 2 & 3	Blogs
February 5	Design Issues	N: p. 148-160, Ch 5	Blogs Abstracts
February 12	Methods Overview	N: Ch 7, 8 Barnes & Blevins article Buch & Bartley article	Blogs
February 19	AHRD Conference	No Readings/No Class Meeting!	Outlines
February 26		No Readings	Platform Skills Delivery
March 4		No Readings	Platform Skills Delivery
March 11	SPRING BREAK	No Readings	
March 18	Delivery Outbrief & Evaluation	Preskill & Torres Chapter Mirza etal article Secret etal article	Blogs
March 25	Evaluation	Hansen article Taut & Brauns article	Blogs
April 1	Strategic Training	G: Ch 6, 7, 9 N: Ch 2	Blogs Drafts
April 8	Special Topics	G: Ch 3, 8 N: Ch 10, 12	Blogs Peer Reviews
April 15	The Future of Training	G: Ch 10 N: Ch 13	
April 22	Team Presentations	No Readings	Group Project Portfolios
April 29	Team Presentations & Wrap Up	No Readings	Scholarly Papers

## Assignments

The grading scale is as follows:

Letter Grade	Numerical Score
A	91-100
B	81-90
C	71-80
D	61-70
F	60 or below

Note: These numerical scores *may* be adjusted lower (i.e. ‘curved’) to ensure a spread of mostly A’s and B’s.

### *Participation (10 points)*

Participation is not mere attendance in the class! In order to effectively participate in the course, it is critical that each member of the team read the course assignments and participate in class discussions and simulations and in group work. The participation grade will be based on your participation both in class as a whole and in small groups. This grade is a “value added” assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively.

To participate in class more fully, you might consider, for example, commenting on specific issues raised in the class readings; illustrating specific issues from the readings with examples from your personal experience; raising questions not covered in the readings; comparing or contrasting ideas of various theorists from the readings; or supporting or debating the insight or conclusions of a classmate (or the instructor!) by referencing concepts, experiences or logical reasoning.

Part of participation also includes setting the tone of collegiality, whether that is through contributing to a snack table, engaging in conversation with classmates during breaks, taking responsibility for ordering lunch in one day, or making fellow students feel welcome. Participation is not merely an intellectual exercise; it is also a community building experience.

### *Blogs (10 points)*

*Due: Weekly when readings are assigned*

The readings serve as the foundation for each class session; thus, it is vital that each learner begin the learning journey by doing the assigned readings prior to class. Each student will maintain a learning journal in the form of a blog. Your blogs should be more than simply vehicles for taking notes; a blog can be a useful learning tool when you use it as a vehicle for reflecting upon the readings and asking questions generated from the readings. Several times during the semester, we will begin class by exploring your reflections from your blog for that week. There are ten class sessions with assigned readings; if it appears that you have read the assigned text, you will get up to one point toward your blog assignment for that session.

You can set up your blog at: <http://blogs.tamu.edu>. If you encounter difficulties, send a help request to [blogs@tamu.edu](mailto:blogs@tamu.edu). Blog entries may be published at any time, *but must be published NLT 1600 (4:00pm) on the day of our class meetings*. If you have concerns that your blog entry may not have posted in a timely manner, I encourage you to bring a hard copy of your blog entry(ies) to class. Please note that the most common error in unposted blog entries is when the user ‘saves’ the entry, but does not ‘publish’ the entry. You must PUBLISH the entry in order for me to see the entry.

## Scholarly Assignment

### *Scholarly Paper (35 points)*

This assignment has several purposes. First, it gives you the opportunity to explore in-depth some facet of training or development. Second, it gives you the opportunity to develop your critical thinking and writing skills; in my opinion, this is one of the primary goals of graduate school. The rubric that I use to grade the scholarly papers is attached at the end of the syllabus.

This assignment is relatively flexible. Select a topic of interest to you and link that topic in a constructive way to some aspect training & development as discussed in class. For example, if you are interested in organizational culture, you might consider writing a paper that explores the ways in which organizational culture influences training practices within an organization. The objective is to present your understanding of some aspect of **training & development** while incorporating in your paper refereed scholarly articles from academic **journals**.

You should incorporate *at least* ten references to scholarly (i.e. refereed, blind reviewed, or peer reviewed) journal articles in addition to any references you include for scholarly or practitioner books, trade magazines, or other popular sources. These papers should be between 15-20 pages of *text* (not including references or cover sheets).

This assignment also has several components, each of which is graded.

The final paper should be turned in electronically to [jcallahan@tamu.edu](mailto:jcallahan@tamu.edu) AND, in a blind format (without your name on the document itself) to the class website for [www.TurnItIn.com](http://www.TurnItIn.com).

To register for TurnItIn, go to the above website and follow the below steps:

1. At the top right corner of the home page and below the log in box, click on 'create user profile'
2. At the prompt, select your status as 'student' in the drop down menu
3. In the next screen type in the requested TurnItIn information:

The TurnItIn class ID for this course is 2122271 and the password for this course is 61208.

4. Enter your email address
5. Create and confirm a password
6. Select a secret question and response
7. Enter your name
8. Select 'agree'
9. Follow the instructions to submit your paper

*Part I – 2 points*

*Due: February 5, 2008, 5:00pm*

Abstract and preliminary thesis statement

**Document Title:** “[Your name] Abstract” (example: Callahan Abstract)

An abstract is simply an explanation of what you intend to write about in your paper. Electronically submit to [jcallahan@tamu.edu](mailto:jcallahan@tamu.edu) an abstract of approximately 200 words that describes what you intend to accomplish with your scholarly paper.

You should also include a thesis statement that explicitly states the purpose of your paper. The thesis is a statement that presents the argument you will be making in the paper. Although not required, it may be helpful to begin your thesis statement with the phrase, “The purpose of this paper is to....”

*Part II – 3 points*

*Due: February 19, 2008, 5:00pm*

Outline and preliminary bibliography

**Document Title:** “[Your name] Outline” (example: Callahan Outline)

Electronically submit to [jcallahan@tamu.edu](mailto:jcallahan@tamu.edu) a comprehensive outline of your paper (to at least three levels—I, A, 1). Include a bibliography of at least ten *scholarly* journal article references that you plan to use in your paper. At the top of your outline, in the same document, you should include your abstract and thesis statement.

*Part III – 3 points*

*Due: April 1, 2008, 5:00pm*

Draft

**Document Title:** “[Your name] Draft” (example: Callahan Draft)

Partner with a fellow student to collaborate on a peer review of each others’ draft papers. Submit a complete draft of your paper to this fellow student for a peer review.

Although not required, you may turn your draft paper into [www.TurnItIn.com](http://www.TurnItIn.com) to check for improperly paraphrased sections in your paper. While not foolproof, this website can alert you to potential incidents of plagiarism in your paper. This is a tool for you to check your own work.

Please note that the window for submissions of your DRAFT to TurnItIn is March 11 – April 27.

Parts III and IV are essentially combined. It is difficult to provide thorough feedback on an incomplete draft!

*Part IV – 2 points*

*Due: April 8, 2008, 5:00pm*

Peer Review

**Document Title:** “[Your name] Peer Review for [Colleague’s name]” (example: Callahan Peer Review for Smith)

Once you have received the draft paper, use the ‘track changes’ feature in MSWord to provide feedback to your colleague. Deliver your peer review to your colleague; provide an electronic courtesy copy to me at [jcallahan@tamu.edu](mailto:jcallahan@tamu.edu). The subject line of your review submission should be, “[Your last name] Peer Review for [Colleague’s last name]”. This courtesy copy of the draft with comments made with track changes is necessary for me to be able to ensure that both Parts III and IV have been accomplished.

Use the description areas from the grading rubric (attached) as a *guide* to provide feedback. While you should include feedback on spelling and grammar as a courtesy, the most important elements of your feedback will be on *content*. The rubric should be used to help you assess the content of the paper; it does not need to be filled out and returned to me.

*Part V – 25 points*

*Due: April 29, 2008, 5:00pm*

Final paper

**Document Title:** “[Your name] Final Paper” (example: Callahan Final Paper)

Submit your final draft to the instructor in electronic form to both [jcallahan@tamu.edu](mailto:jcallahan@tamu.edu) AND to [www.TurnItIn.com](http://www.TurnItIn.com). (Your submission to TurnItIn should not include your title page or name within the document)

### **Pragmatic Assignments**

**Presentations (15 points total)**

*Due: February 26 or March 4, 2008*

This assignment consists of a 10-15 minute presentation on a topic of your choice (personal or professional). Presentations are a fundamental component of mastery as a trainer in HRD. The emphasis in this assignment is on your platform skills—including eye contact, gestures, audience engagement, organization of topic, and method of delivery.

**Group Project (30 points)**

*Portfolio Due: April 22, 2008*

In no more than 4 teams (with a maximum of 6 members in any given team), you will engage in a group project that conducts real world training & development activities. Specifically, you will develop and deliver a module of a training program that could be used in a real organization. This training program may be on any topic relevant for workplace application *except* for leadership development.

The assignment consists of two parts: the actual training module and the presentation of the training module.

*Presentation: 10 points*

*Due: April 22 or 29, 2008*

The training program module you have developed will be presented in class. Group members should each take an active role in *some* aspect of the delivery of this program, which should be interactive and dynamic in nature. The time allocated for the presentation will be based on the number of teams in class, but will be no less than 45 minutes per team.

*Portfolio of Program: 20 points*

*Due: April 22, 2008 (regardless of whether you present on April 22 or April 29)*

The training portfolio should include complete documentation of the development process. In other words, you should include documentation on the needs analysis for your module content; detailed lesson plans; descriptions of activities, dialogue questions, lecture notes, and any supplemental material used to prepare for the mini-lesson; transfer of learning checkpoints; and evaluation methods. Ideally, the portfolio should be comprehensive enough that anyone in the class could pick up your portfolio and deliver your training module if your team was unavailable.

Your portfolio should be a professional quality document; it should be something that you would be proud to present to a client or your boss.

### **Attendance**

Attendance is expected in this course in order to achieve maximum learning for all participants. Unforeseen circumstances do sometimes arise, so periodic absences may occur. If you find that you must miss or be late to a class meeting, please contact the instructor prior to the start of class. **While there are no ‘positive’ points for mere attendance, absences or tardiness from class may result in points deducted from your class participation.**

### **Incompletes**

As working adults we all have many demands upon our time and some of you may not be able to complete your course requirements prior to the final scheduled meeting time. I do have a policy regarding incomplete course requirements. **Incomplete work must be turned in within six weeks from the final scheduled meeting date for the class in order to avoid a reduction in your course grade.** Anything received after that date will be reduced by one letter grade and then averaged into your total course grade. If you feel you cannot meet these requirements, please speak with me *before* the six-week deadline for turning in incomplete work. Please be aware that any assignment turned in after the designated due date may result in an incomplete for the course; if all assignments have been delivered within the six-week timeline, the incomplete will be converted to a final grade by the end of the following semester (i.e., the end of Spring for Fall semester courses or the end of Fall for Spring semester courses). Please do not expect a grade change prior to the end of the following semester.

Texas A&M University policy requires that grades submitted as incomplete (I) be converted to a letter grade no later than the end of the semester following the semester in which the course was taken. All incomplete grades automatically convert to an ‘F’ at the end of the following semester. My policy is that I will not consider converting an ‘F’ to another letter grade if the coursework to complete the class was not turned in by the last official class day in the semester following the semester in which the course was taken. If you completed your coursework, I will change the incomplete grade when I have finished my grading for the current semester (you may carry an ‘F’ for a short time, but if your work was submitted prior to the deadline I will change the grade).

If a semester has passed since you turned in your work and your grade has not been changed, please contact me by forwarding your ORIGINAL message with your work attached. This verifies for me that your work was submitted on time.

### **Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 979-845-1637.

Individuals who have any disability that might affect their ability to perform in this class are encouraged to inform the instructor at the start of the course. Adaptation of methods, materials, or testing may be made as required to provide for equitable participation.

*Please note:* As the instructor of record, I am not authorized to make any adaptations without notification from the Office of Support Services for Students with Disabilities.

### **Scholastic Misconduct**

*Required Policy Statement:* Texas A&M University encourages Academic Integrity and strictly enforces policies against any form of scholastic dishonesty or misconduct. Scholastic misconduct is broadly defined by this university as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work is considered scholastic misconduct.” Scholastic dishonesty includes, but is not necessarily limited to:

- Cheating on assignments or examinations;
- Plagiarizing, which means misrepresenting someone else’s work as your own, or submitting the same paper or *substantially* similar papers to meet the requirements of more than one course without the approval of all involved instructors
- Interfering with another student’s work
- Depriving another student of necessary course materials

Any student who engages in scholastic misconduct will be subject to University disciplinary action. Please review the Student Rules at <http://student-rules.tamu.edu> for more information regarding these policies.

*My perspective:* In *most* cases, I honestly believe that the plagiarism is unintentional and is the result of either sloppiness in writing and punctuation or improper paraphrasing. Nevertheless, to allow our Aggie Honor System to work as it was intended and to impress the importance of academic integrity, I will file a violation report on ALL instances of scholastic misconduct, even if I believe it might be unintentional.

To help you learn the rules for grammar and paraphrasing, I suggest you review the information at the following websites EVEN IF YOU THINK YOU KNOW THE RULES!!! These websites are current as of December, 2007:

For tips on grammar and word usage: <http://www.drgrammar.org/faqs/>

For tips on how to avoid plagiarism: <http://owl.english.purdue.edu/owl/resource/589/01/>

For tips on how to properly paraphrase: <http://owl.english.purdue.edu/owl/resource/563/01/>

For general academic integrity resources (including a tutorial on avoiding plagiarism): <http://www.tamu.edu/aggiehonor/student.html>

### **Advising**

My goal is to be as available as possible to meet your needs during the semester. To reach me:

- E-mail: This is the best way to contact me. I check e-mail frequently and, unless I am out of town, I will usually respond to your e-mail within 24 hours.

- In Person: Although I will try to make myself available to you if you ‘drop by’, please do not expect a substantive conversation; I may have other commitments. I am available for appointments, however, and will be happy to meet with you in person.
- Phone: If you are just trying to contact me, the phone is perhaps the least reliable mechanism since I often overlook voice mail! However, I do try to check voice mail several times each week. I am happy to do advising by phone and will make appointments to do so.

### **Guidelines for Written Assignments**

Written assignments should follow the below guidelines as a minimum, unless alternative arrangements are made with the instructor:

- Use APA 5<sup>th</sup> edition formatting for your papers.
- Please double-space, use 12-point font, and left justify your papers

For additional assistance, consult the Writing Center website at <http://uwc.tamu.edu/>.

Some basics you should consider in all written assignments (with thanks to Dr. Manda Rosser and the Dr. Grammar website for much of this information):

- Have a clear and concise thesis statement very near the beginning of your paper. Thesis statements in the social sciences are somewhat different than what you might have experienced in the humanities. While in the humanities the general preference is to make the thesis statement blend seamlessly with the introduction, the general preference in the social sciences is to make the thesis statement stand out very clearly in articulating the purpose of the paper. In many cases, thesis statements begin with phrases such as, “The purpose of this paper is” or “In this paper, I will.”
- If a sentence requires more than four lines, it is probably too long. Break it up into two or more sentences.
- If a paragraph takes up more than one computer screen or more than half of a double-spaced page, it is probably too long. Break it down into two or more paragraphs. I suggest that you try to have a minimum of three sentences per paragraph.
- Splitting infinitives is perfectly acceptable in common language. However, because many traditionalists continue to be distracted by split infinitives, you might want to try to avoid their use. However, as the Dr. Grammar website notes, if you come up with “To boldly go where no man has gone before,” don’t destroy the essence of your work by trying to adhere to outdated grammatical rules!
- Speaking of outdated grammatical rules, the use of “I” is now considered acceptable, in moderation, in contemporary scholarly writing according to APA. In the past, scholarly writing emphasized passive voice (e.g. unidentified subjects) or third-person subjects in lieu of using ‘I’. In most cases for the types of papers required in my classes, you should be able to use language that requires neither passive voice nor ‘I’. However, if a choice must be made, I almost always prefer that you name the subject (i.e. use ‘I’ when necessary).
- Proofread before you turn in any materials. While I recognize that occasional errors occur, rampant errors can obscure the content of your work. If errors become distracting, your grade will suffer.
- Follow basic grammar guidelines (<http://www.drgrammar.org/faqs/>). For example, be sure that your sentences have subject-verb and tense agreement and that you are using punctuation appropriately. Do not trust blindly the spell and grammar checkers on your word processor; they are often incorrect!
- Make effective use of structuring techniques for your paper. Academic papers should be written in a professional, formal manner. (Note: Again, this does not mean that you cannot use “I” in your papers. See the APA manual for guidelines on when and how to use “I” in your writing.) Every paper should

have a beginning, a middle, and an end. Help the reader understand the structure of your paper by including appropriate headings (e.g., Literature Review, Conclusion).

- The introduction informs the reader where you are going by introducing the main points. It is the “roadmap” for the rest of the paper and should include the thesis statement.
- The body of the paper often contains separate sections for each of the main points. In these sections, each of the points is explained in detail and, in particularly long papers, separate headings are even used for each point.
- The conclusion or summary of the paper should summarize how the points you developed in the body of the paper support the main points you described in the introduction. Just as its name suggests, the summary ‘sums up’ your paper by tying it all together.

## Library Resources

### Quick Reference Sheets (Updated December 2006)

First and foremost, become familiar with the library resources. You can access many of them remotely!

[http://library.tamu.edu/portal/binary/com.epicentric.contentmanagement.servlet.ContentDeliveryServlet/WORLD-SHARE/Instructional%20Services/Intranet/Handouts/General\\_Handouts/Graduate%20Student%20Research%20Guide.pdf](http://library.tamu.edu/portal/binary/com.epicentric.contentmanagement.servlet.ContentDeliveryServlet/WORLD-SHARE/Instructional%20Services/Intranet/Handouts/General_Handouts/Graduate%20Student%20Research%20Guide.pdf)

The below reference sheets will help you critically assess the sources you have found:

*Critically analyzing information sources:*

<http://library.tamu.edu/portal/binary/com.epicentric.contentmanagement.servlet.ContentDeliveryServlet/WORLD-SHARE/Instructional%20Services/Intranet/Handouts/Evaluating%20Information%20Sources/Critically%20Analyzing%20Information%20Sources.pdf>

*Evaluating Web sources:*

<http://library.tamu.edu/portal/binary/com.epicentric.contentmanagement.servlet.ContentDeliveryServlet/WORLD-SHARE/Instructional%20Services/Intranet/Handouts/Evaluating%20Information%20Sources/Checklist%20-%20Evaluating%20Web%20Sources.pdf>

In general, I am skeptical about WWW sources. When they are reported as references for class assignments, it is difficult for me to easily assess the quality of the resource. While WWW sources are often quite appropriate for the topic at hand, I typically prefer scholarly journal articles as a primary source. That said, how do you find 'scholarly' journal articles?

The below reference sheets will help you identify scholarly journals and how to find articles within them:

*Scholarly vs. Popular?*

[http://library.tamu.edu/portal/binary/com.epicentric.contentmanagement.servlet.ContentDeliveryServlet/WORLD-SHARE/Instructional%20Services/Intranet/Handouts/General\\_Handouts/Scholarly%20Journal%20or%20Popular%20Magazine.pdf](http://library.tamu.edu/portal/binary/com.epicentric.contentmanagement.servlet.ContentDeliveryServlet/WORLD-SHARE/Instructional%20Services/Intranet/Handouts/General_Handouts/Scholarly%20Journal%20or%20Popular%20Magazine.pdf)

This reference sheet gives some basic guidelines about the differences between scholarly and trade/professional/popular journals. I would add a few more distinctions to help you identify the different types of publications.

1. Non-sequential ordering of page numbers on the citation usually indicates a popular article. For example, if the index for the article lists the page numbers as "31+", it is probably a popular journal. If the pages are listed as "31-45" it is more likely to be a scholarly journal.
2. Very short (i.e., 1-2 pages) articles usually are either popular journal articles or non-refereed articles in scholarly journals. Abstract publications (such as Psychological Bulletin) are an exception to this guideline.
3. Some examples of popular journals in fields associated with HRD include: Training & Development, Phi Delta Kappan, HRMagazine, and OD Practitioner.

*Finding articles in journals:*

[http://library.tamu.edu/portal/site/Library/menuitem.f0e85de0f59b9a778dba4105a008a0c/imagelist.jsp?dirlocation=Database Guides](http://library.tamu.edu/portal/site/Library/menuitem.f0e85de0f59b9a778dba4105a008a0c/imagelist.jsp?dirlocation=Database+Guides)

The reference sheets on this site will help you understand what you'll get when you use one of the hundreds of databases (or 'indexes') maintained by the TAMU Library system. You pay for this resource; use it! Some indexes I use frequently include: ABI-Inform, Web of Science Social Science Citation Index, ERIC, EBSCO, and Academic Search Premier.

Please remember that sometimes database search engines give you the opportunity to select whether or not you want 'peer reviewed' or 'refereed' or 'scholarly' publications. Just because you select that you do want this type of article does *not* mean that all the articles that emerge in your search will be from scholarly sources. I cannot stress this enough!!! You must follow the critical analysis guidelines to determine if you have a scholarly source or not (Ulrich's database will prove especially useful in identifying whether a journal is refereed).

### **My perception of the differences between books, conference papers, and journal articles**

I encourage the use of scholarly refereed **journal articles** as the primary source material for most work done in my classes. They typically represent the highest quality work because: 1). They have been blind reviewed (usually), and 2). They have been revised multiple times based on reviewer and editor comments in order to increase the quality of the document. Tips for identifying whether or not a journal is scholarly can be found in the quick reference sheet listed above. Just because an article is in a scholarly journal does *not* mean it is blind reviewed. For example, the Forum section of Human Resource Development Quarterly is a non-refereed section (i.e., the articles are not blind reviewed). So get familiar with the journals that you tend to use!

**Papers presented at conferences** and included in conference proceedings are useful if they are *very* recent. Typically, conference proceedings are the fastest way to get theoretical ideas and research to the public. However, although conference papers are often blind reviewed, the review process is rarely rigid; many people gain experience in how to review articles by reviewing for conferences. Those that do a good job of reviewing are often asked to review for scholarly publications. This means that conference papers may or may not have received substantive feedback to improve the quality of the paper and the author is rarely under obligation to address any of the reviewer concerns. When considering the use of a conference paper, first look at the date of the conference. Is it within the last two or three years? Have you checked the library indexes to see if a journal article has been published from the conference paper? If the conference paper is three or more years old and you cannot find a journal article from the paper, you must rigorously assess the quality of the paper yourself.

**Books** are a last line of resort in most cases. I advocate using books as resources when the book is seminal or core to the issue at hand and is generally considered to be a scholarly resource. For example, Karl Weick's book The social psychology of organizing is a standard for those interested in issues associated with managerial and organizational cognition. John Dewey's writings on Experience and Education would be another example of a seminal or core book. Scholarly books usually build on scholarly journal publications that have appeared before the book is published. A good example is Arlie Russell Hochschild's book The Managed Heart. Her original ideas on the topic of the book appeared in a sociology journal four years before the book appeared! Most books are not blind reviewed, which means that there was not a 'dialogue' between reviewers and author about how to improve the quality of the publication.

In summary, my first preference is always journal articles. If the paper is within the last three years, conference proceedings or independent conference papers might be acceptable or could be used as a supplement to journal articles. If the book is considered an indispensable resource or is used as a supplement to journal articles, a book might be appropriate in your reference list.

## General Guidelines for Searching Databases

By  
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Searching for resources to support your research and writing is almost an art. It can be very difficult to begin a search when you don't have a foundation of literature on which to build. The purpose of this brief handout is to help you develop strategies for finding a variety of works to use in your own writing as you study HRD.

If you are unfamiliar to a topic, we suggest the following approaches.

- A. Look for *general information*
- B. Search for information on some *component* of the topic
- C. Look at the different *worldviews*, to find different approaches to the topic
- D. Decide what *disciplinary approach* (or *multidisciplinary approach*) you want to take (psychology, business, linguistics, sociological) etc.
- E. Relate the topic to a particular *field*.

### A. General Information

1. Read the relevant materials provided in your class and use the bibliographies offered.
2. Databases --
  - a. ABI-Inform: For topics associated with the field of management, such as HRD, you may want to start by using ABI (Business and social sciences) and search for the terms "human resource development" and whatever topic interests you at the time (e.g., leadership, globalization, technology); then select "combine" to see which articles have both terms. Keep in mind, however, that many articles that are very relevant to the field of HRD do not actually use the term 'HRD'. Be open and creative in selecting the terms for your search.
  - b. ERIC: Because we are concerned with human resource *development*, doing a similar search from ERIC (educational database) is also appropriate.
  - c. Texas A&M University has hundreds of electronic databases that can be accessed by students from any location. Many of these databases include full-text articles! For other possible database sources, see the handout on library resources or contact the reference librarian.
3. ERIC Clearinghouse on Adult, Career, and Vocational Education (<http://ericacve.org/>) has many good summary pieces on topics. There are Trends and Issues Alerts and ERIC digests (and other reports) that give you overviews on major topics, including lists of the major theories and many references.
4. Annual Reviews -- this is another database that provides overview articles on topics. While not all of our areas of interest will be covered, it is an excellent resource to check out to get overviews (or at the end of your research to make sure you covered key topics/authors).

### B. Search for information on some *component* of the topic

Sometimes, it is most useful to explore one or two aspects of complex or multi-faceted topics. You can use many of the tools listed above, but focus the research more narrowly. A few examples include -

- global leadership development
- cross-cultural or multi-cultural understandings
- diversity and HRD
- developing work groups from those with differing values and beliefs

- jobs of the future
- immigrant workforce
- ex-patriots/repatriotization
- skills needed for a global marketplace
- virtual workplace
- HRD and varying political/legal requirements

C. Look at the different *worldviews*, to find different approaches to the topic

There are many different views of any topic that we might study within the field of HRD. One way to approach this is to look at literature from various countries and from various resource methods. Begin to ask questions about the assumptions held by the authors. What questions are the authors trying to address? What paradigm informs their work (i.e., functionalism, structuralism, interpretivism, etc.)?

Another good resource is to consider alternative research methods. Researchers taking a critical theory perspective provide one avenue. Another approach would be social constructionism or symbolic interactionism. How do researchers approach their topic methodologically?

(Denzin, N. K. & Lincoln, Y. S. (2000). Handbook of qualitative research, 2<sup>nd</sup> Ed.. Thousand Oaks: Sage. is a good resource for alternative methodologies.)

You can also keep some issues central to your own mind as you read articles. Consider what the underlying norms of the authors. Also, consider what changes may need to be made in the field, based on what the authors are discussing. What changes will we want to incorporate into our HRD programs?

D. Decide what *disciplinary approach* (or *multidisciplinary approach*) you want to take (psychology, business, linguistics, sociological) etc.

Your preference will help guide which databases you use (librarians can help). Also, it may provide you some alternative approaches. For example, if you are looking at cross-cultural issues in the workplace, you may want to approach it through the study of linguistics, discourse analysis, or conversation. This can address both problems and solutions that we are likely to encounter in organizations on a day-to-day basis.

E. Relate the topic to a particular *field*.

This can be particularly useful if you have a specialty interest. For example, if you work in the school system and are interested in HRD as it relates to school administrators, use the research databases or resources that you are familiar with and focus on a component topic. This can lead to interesting discussions for your writing and for our class discussions as we can begin to look at themes and issues across disciplines. Sometimes, we may find the research is fairly similar. Other times, we may find that there are theories in one field (e.g., school administration) that would help inform another (e.g., business).

Name: \_\_\_\_\_

### Presentation Grade Sheet

	Potential Points	Earned Points
<i>Media</i>		
Relevant simplicity (e.g. of design, special effects)	2	
Visibility (e.g. font size, color)	2	
Application (e.g. used as reference, not for reading)	2	
<i>Platform Skills</i>		
Including eye contact, voice variation, natural gestures, voice projection	4	
Engagement of audience	3	
<i>Choice of Method</i>		
Extent to which delivery method was appropriate for topic.	2	
<i>Total</i>	15	

*Comments on Presentation:*

## Scholarly Paper Grading Rubric

Criteria	Possible Points	Received Points
<b>Purpose</b>	5	
<b>Content</b>	8	
<b>Organization</b>	8	
<b>Mechanics</b>	4	
<b><i>Total points</i></b>	<b>25</b>	

### **Purpose**

\_\_\_\_ The paper has a well-developed thesis with an insightful set of criteria. The introduction establishes the issues at stake and the conclusion indicates the implications of this argument. (5 pts)

\_\_\_\_ The paper has a workable (though perhaps formulaic) thesis that leads the reader into the paper and serves as a guide to its contents, but the introduction or conclusion fails to adequately communicate the consequences of this argument. (4 pts)

\_\_\_\_ The paper has some components of a thesis (subject, position, hint at organization) but may be underdeveloped or missing a clearly articulated motive for writing. (2-3 pts)

\_\_\_\_ The paper lacks an argumentative thesis or the thesis does not accurately convey what the paper develops. (1 pt)

### **Content**

\_\_\_\_ The paper demonstrates excellent development of each idea and focuses on relevant details. Clearly explained examples support the claims and the topic is thoroughly researched. (8 pts)

\_\_\_\_ The paper contains adequate evidence to support its claims, but will benefit from more research, more thorough interpretation of quotations, or from more specific development of relevant points. (6-7 pts)

\_\_\_\_ The paper has some development but lacks sufficient evidence or contains irrelevant details that do not yet develop a clear sense of purpose. (3-5 pts)

\_\_\_\_ The paper needs more details on every level (main ideas, related ideas, specific ideas). (1-2 pts)

## **Organization**

\_\_\_\_The paper contains strong topic sentences and builds upon the argument suggested in the thesis. Clear transitions connect ideas both on the paragraph level and the sentence level. (8 pts)

\_\_\_\_The overall structure of the paper is clear, but some topic sentences are weak. Transitions that would clarify the relationships amongst main ideas are occasionally either missing or misleading. (5-7 pts)

\_\_\_\_The paper has one main idea per paragraph, but some topic sentences fail to adequately present the paragraph's argument or the paper fails to follow the order suggested in the thesis. Transitions are either missing or misleading. (3-4 pts)

\_\_\_\_Paragraphs are not organized around a central idea and the overall structure of the paper is difficult to follow. (1-2 pts)

## **Mechanics**

\_\_\_\_The paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, and punctuation. It maintains a clear and efficient style. (4 pts)

\_\_\_\_The paper displays evidence of good control over mechanics, although some areas may still need sentence level revision. Occasional wordiness, passive voice, punctuation errors, pronoun references or unclear modifiers may be problems. (3 pts)

\_\_\_\_The paper shows that mechanics are an area of concern. There may be recurring sentence fragments, comma splices, word usage errors, or redundant clauses. Excessive wordiness or punctuation errors may also be a concern. (2 pts)

\_\_\_\_The paper lacks basic control over mechanics and contains excessive proof-reading errors or has habitual problems with subject-verb errors, sentence fragments or punctuation errors. (1 pt)

*NOTE: This rubric was originally developed by Dr. Joanna Migrock and has been modified for use in this course.*

## **What does an 'A' paper look like?**

The below description on classifying papers is from the University Writing Center. You can use this as a supplement to help you as you craft your scholarly paper.

### **An "A" Paper**

- has a clearly defined audience and purpose
- has an appropriate tone
- employs a clear, concise writing style
- is clearly organized
- uses excellent page design
- follows all written or posted instructions precisely and thoroughly
- contains no distracting mechanical errors
- includes complete source citations as appropriate

### **A "B" Paper**

- is very good
- follows all instructions thoroughly
- shows a clear understanding and completion of objectives
- demonstrates a good understanding of Standard English mechanics but may contain some very minor errors, inconsistencies, or awkwardness
- is thoroughly and competently completed, but perhaps somewhat less impressively thorough than an "A" paper

### **A "C" Paper**

- is adequate (generally satisfactory but could clearly be improved in specific areas)
- follows all instructions but could be improved in terms of development/thoroughness
- seeks to fulfill all objectives competently
- is complete, but will improve with additional attention
- may have noticeable, but not habitual, mechanical errors
- may need clearer page design
- may misconstrue details requested in the instructions

### **A "D" Paper**

May demonstrate some or all of the following:

- fails to follow some more minor instructions

- has an ambiguous audience
- employs a vague tone or inconsistent writing style
- contains a detrimental number of mechanical errors
- has organizational weaknesses, including poor page design
- needs clearly identifiable (and possibly substantial) improvement and/or development
- generally follows instructions but needs improvement
- shows only a partial understanding of objectives
- needs additional polish in the use of Standard English mechanics
- is not missing vital information, but clearly needs additional attention

### **An "F" Paper**

May demonstrate some or all of the following:

- disregards instructions
- has no clear audience or purpose
- uses an inappropriate tone
- has no clear format
- uses inadequate or confusing page design
- employs a convoluted, illegible writing style
- contains no citation of sources
- contains an unreasonable or habitual number of mechanical problems
- needs major improvement and development
- fails to show understanding of objectives
- shows consistent carelessness concerning mechanics
- is demonstrably incomplete

## Handout for Edited Standard Written English (ESWE)

From Walvoord, B.E. & Anderson, V.J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass. P. 77

Suppose a group of people were living on an island, all using the same language, until one day the island broke in two, separated by impassable water. In one hundred years, with no contact, would the people on both halves still use the same language forms? No. Human language is always changing. Language on each half of the island would evolve with different forms and rules. Neither would be better in any absolute sense—just different. Similarly, in the United States, language variations have developed among people separated by culture, socioeconomic status, or geography.

However, the language of the ruling class commonly comes to be regarded as standard. In the United States, the ‘standard’ is the language of white middle and upper classes. Forms of English developed by people of color and by people who have been poor or geographically isolated (as in Appalachia) are sometimes said to be ‘bad’ or ‘incorrect’ English, but such forms are only different, not bad. Each form of English has its own rules. People who say ‘she working’ are not speaking ‘bad’ English; they are using a different set of rules for forming the present tense.

One of the tasks of a good education is to make students aware of these facts about language. Another task of education, however, is to prepare students to function effectively in the world where readers generally expect writers to use Edited Standard Written English (ESWE). Thus, in this class, you must use ESWE. Here is the standard I will apply:

On finished, final, formal papers (not on drafts, in-class writings, or writing that I specifically label as informal), you must have no more than an average of two departures from ESWE per page, in any combination of the following areas:

- End-of-sentence punctuation (avoid run-on sentences, comma splices, fragments, or misuse of semicolon). Occasionally you may use a fragment or comma splice for a special effect.
- Verb forms (use ESWE rules for adding *-ed* and *-s*, for using helping verbs, and so on).
- Verb tense (avoid confusing shifts in verb tenses)
- Agreement of subject and verb
- Pronoun form (use ESWE rules to choose between *I* and *me*, *she* and *her*, *who* and *whom*, and so on)
- Agreement of pronoun with antecedent (the antecedent is the word the pronoun refers to)
- Use of apostrophe *s* and the suffix *-es*
- Use of quotation marks for all quoted words
- Spelling (a type counts as a misspelling)
- Proper sentence sense (no words omitted, scrambled, or incomprehensible)

Note that the policy only applies to finished, final, formal writing, *not* to drafts, in-class writing, or writing that I specifically label as informal.