

**EHRD 620**  
**Human Emotions in Education & Industry**  
**AKA Emotions in Organizations**  
**Fall 2006**  
**Saturdays, 9:30-4:30**  
**August 26, September 9, October 7, October 28, and November 18**  
**Harrington Tower**

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**Hours:** By Appointment

We teach and preach on organizational life and management, usually acknowledging that our subject matter can be a bit messy--because people are not like machines. But at the same time we fail to square up to the essential emotionality of organizational processes... .  
(Fineman, 1993, p. 1)

**Course description**

What is emotion? Why should we care about emotion in organizations? This course introduces the concept of emotion in organizations as an issue of importance for HRD research and practice. In the late 20<sup>th</sup> century, medical research confirmed social science research that suggested rational decisions rely upon emotions. This course will explore the sociological foundations of emotion in organizations. In general, we will attempt to answer the question, "In what ways do emotions manifest within the social interactions of organizations?"

**Objectives for the course**

At the conclusion of this course, you will have:

- Demonstrated an understanding of how emotions are manifested in organizations
- Analyzed the influence of emotion on some aspect of your personal experiences in a work organization
- Explored the ways in which emotion can be engaged to enact social change or maintain social stability
- Conducted observations of emotions occurring among participants in publicly observable organizations
- Demonstrated the ability to incorporate scholarly literature into your understanding of emotion in organizations

**Required Texts**

Callahan, J.L. (Ed.) (2002). Perspectives of emotion and organizational change [Special journal issue]. *Advances in Developing Human Resources*, 4(1). Represented as "C" on the readings list

Barbalet, J.M. (1998). Emotion, social theory and social structure: A macrosociological approach. Cambridge: Cambridge University Press. Represented as "B" on the readings list

## Readings

### Readings A:

Sturdy, A. (2003). Knowing the unknowable? A discussion of methodological and theoretical issues in emotion research and organizational studies. *Organization*, 10(1), 81-105.

Callahan, J.L. and McCollum, E.E. (2002) Obscured variability: The distinction between emotion work and emotional labor. (p. 219-231). In N. Ashkanasy, W. Zerbe, and C. Hartel (Eds.), *Managing emotions in the Workplace*. Armonk, NY: M.E. Sharpe Publications.

Hochschild, A. R. (1983). The managed heart: Commercialization of human feeling. Los Angeles: University of California Press. Appendix B&C

Domagalski, T.A. (1999). Emotion in organizations: Main currents. *Human Relations*, 52(6), 833-852.

Fisher, C.D. and Ashkanasy, N.M. (2000). The emerging role of emotions in work life: An introduction. *Journal of Organizational Behavior*, 21(2), 123-129.

Ekman, P. (1999). Basic emotions. In T. Dalgleish and M. Power (Eds.), *Handbook of Cognition and Emotion*. Chapter 3. Sussex, UK: John Wiley & Sons, Ltd.

### Readings B:

Callahan, J.L. (2000). Emotion management and organizational functions: A study of action in a not-for-profit organization. *Human Resource Development Quarterly*, 11(3), 245-268.

Callahan, J.L. (2002) Masking the need for cultural change: Emotion structuration in a nonprofit organization. *Organization Studies* 23(2), 281-297.

Callahan, J.L. (2004). Breaking the cult of rationality: Mindful awareness of emotion in the critical theory classroom. In R. StClair and J. Sandlin (Eds.), *New Directions in Adult and Continuing Education*, Volume 102, Summer, p. 75-83.

Callahan, J.L., Hasler, M., and Tolson, H. (2005). Perceptions of emotion expressiveness: Gender differences among senior executives. *Leadership and Organizational Development Journal*, 26(7), 512-528.

## Class Schedule

Class Date	Topic	Readings/Assignments
26 Aug	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Overview of Course</li> <li>• Overview of Emotion in Organizations</li> </ul>	C: Ch 1 B: Chs 1&2
9 Sept	<ul style="list-style-type: none"> <li>• Studying emotion</li> <li>• Emotion experience</li> <li>• Emotion management</li> </ul>	Readings A <i>Abstract &amp; Thesis Statement</i>
7 Oct	<ul style="list-style-type: none"> <li>• CORE Perspectives</li> </ul>	C: Chs 2-5 Readings B <i>Outline</i>
13 Oct		<i>Team-led Learning Reading References Due to Class Participants</i>
21 Oct		<i>Team-led Learning Agenda</i>
28 Oct	<ul style="list-style-type: none"> <li>• Topical Issues and Emotion <ul style="list-style-type: none"> <li>○ Change</li> <li>○ Social Structures</li> <li>○ Gender</li> <li>○ Culture</li> </ul> </li> </ul>	B: Chs 3-7 + Group Assigned Readings <i>Team-led Dialogue</i> <i>Peer Review Draft</i>
11 Nov		<i>Peer Review</i>
18 Nov	<ul style="list-style-type: none"> <li>• Synthesis</li> <li>• Wrap Up</li> </ul>	B: Epilogue <i>Group Project Presentations</i>
4 Dec		<b>Final Group Project Paper</b>
8 Dec		<b>Final Individual Paper</b>

## Course assignments

### Scholarly Research Paper

#### *35 points*

This assignment has several purposes. First, it gives you the opportunity to explore in-depth some facet of emotion in organizations. 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.

This assignment is relatively flexible. The objective is to present your understanding of some aspect of emotion in organizations while incorporating in your paper scholarly literature from academic **journals**. You should expect to incorporate at least ten references to articles from academic journals in addition to any references you include for scholarly books or practitioner books and journals. Please limit your papers to 30

pages. Although we do not have a minimum length requirement, you will *probably* need at least 20 pages to fully cover your topic. This paper must be submitted electronically. Below are some options you might consider for this assignment:

- **Seminal works paper:** Trace the history of some aspect of emotion as it appears in the scholarly literature. How did this issue emerge in scholarly dialogue? In the dialogue of HRD scholars and practitioners? How, when, and why did the issue become of interest to the field of HRD? For those of you who will be doing a dissertation or thesis, this assignment is a good opportunity for you to begin your literature review.
- **Integrative paper:** Select a topic of interest to you and link that topic in a constructive way to some aspect of emotion in organizations as discussed in class.
- **OR:** Suggest your ideas to the class for further options.....

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

*Part I – 5 points*

*Due: September 9, 2006*

Abstract and preliminary thesis statement

Electronically submit to [jcallahan@tam.u.edu](mailto:jcallahan@tam.u.edu) an abstract of no more than 150 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.

*Part II – 5 points*

*Due: October 7, 2006*

Outline and preliminary bibliography

Electronically submit to [jcallahan@tam.u.edu](mailto:jcallahan@tam.u.edu) a comprehensive outline of your paper (the outline should have at least three levels—I, A, 1). Include a bibliography of at least ten scholarly journal article references that you are likely to use in your paper.

*Part III – 5 points*

*Due: October 28, 2006 and November 11, 2006*

Draft & Peer Review

*Draft*

Submit a complete electronic draft of your paper to a fellow student of your choice for a peer review; provide an electronic courtesy copy to the instructor. You will also receive a draft manuscript to review using the grading rubric included at the end of this syllabus. If you turn in a complete draft that is reasonably close to what would be your final draft, you will receive 2 points.

I have created a folder for this assignment on TurnItIn at [www.TurnItIn.com](http://www.TurnItIn.com). Although not mandatory, I strongly encourage you to create an account on the site and submit your draft paper as a learning experience. You may submit multiple revisions of the draft; however, the site for draft practices will close on December 4, 2006.

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 1557925 and the password for this course is 6202006.

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

\*\* Please note: If you choose to decline the TurnItIn agreement, your final paper will still be manually uploaded into TurnItIn.com to obtain an originality report on your paper.

### *Peer Review*

Deliver your peer review to your colleague; provide an electronic courtesy copy to me. The subject line of your review submission should be, "[Your last name] Peer Review for [Colleague's last name]".

DO NOT ASSIGN POINTS TO YOUR COLLEAGUE'S PAPER! Use the description areas as a guide to provide feedback. I encourage you to use MSWord Comment Feature in Track Changes to provide feedback. While feedback on grammar and spelling issues is a courtesy, your points for the peer review are based on more substantive content feedback including, but not limited to, organization issues for the paper, thought-provoking questions based on insights you've gleaned from the paper, logic and flow of argument, and other similar issues. The peer review is worth 3 points.

### *Part V – 20 points*

*Due: December 8, 2006*

### Final paper

Submit your final draft to [jcallahan@tamu.edu](mailto:jcallahan@tamu.edu).

I encourage all students to attempt to publish or present their scholarly research in academic outlets. I am happy to provide feedback to you to better enable you to target journals or conferences as an independent author. If you would like more than just feedback, I am happy to explore co-authorship as a possibility. If you choose to have another faculty co-author on a work that extends or refines a paper accomplished in one faculty member's class, you should extend to the class instructor the first right of refusal to be part of the authorship team.

### **Group Observation Project and Presentation**

*25 points*

In groups of three, you will select a publicly observable organization. This may be a retail store, a church, a sports team, a restaurant with an open kitchen or any other type of organization in which you can watch emotion processes taking place.

Your task will be to observe the emotions and emotion interactions occurring within the organization and with those who interact with the organization (e.g. customers) for at least five (5) hours per team member. Using independent field notes, document your observations and reflect upon them; after reflecting upon your

own notes, confer as a team to identify common observations and to interpret your data. Analyze your data within the context of the literature on emotions and, if applicable, other constructs of interest relevant to your data set.

### *Presentation*

*5 points*

*DUE: November 18, 2006*

Your team will present the 'outline', so to speak, of the paper that will be written based on the study you have conducted. This presentation should take the form of a formal conference presentation and should be 15-20 minutes in length.

### *Paper*

*20 points*

*DUE: December 4, 2006*

Your team will submit a scholarly empirical paper based on the analysis and interpretation of your observation findings. This should take the form of a scholarly journal article. Use an article from a scholarly journal such as *Human Resource Development Quarterly* or *Human Relations* as a template for writing your paper.

### **Team-led Learning**

*10 points*

*DUE: October 28, 2006*

*Preliminary Due Dates: October 13, 2006 and October 21, 2006*

During the fourth session, we will cover topical issues associated with emotion in organizations. We will focus on four primary issues of emotion in organizations:

- Change
- Social structures
- Gender
- Identity

Class participants will choose which topic they would like to explore and, as a topical team, they will lead a learning session regarding that topic on October 28, 2006.

Not later than October 13, 2006 (and preferably earlier), the team should provide the rest of the class participants with the references for readings to guide the learning session. Keep in mind that four groups will be providing references, in addition to the text reading assignments, so be judicious in selecting readings—provide between 1-3 readings.

Each team will have approximately 50-60 minutes to lead their learning session. The session should NOT be a lecture; participants will have read the articles assigned by each team. A detailed agenda of the learning session should be sent to [jcallahan@tamu.edu](mailto:jcallahan@tamu.edu) by October 21, 2006.

This assignment gives team members the opportunity to explore topics and literature associated with either their group observation paper or the scholarly paper.

## Reflective Journal

20 points

*DUE: WEEKLY by Sunday, Midnight*

Identify and describe an organization with which you are involved on at least a weekly basis. Maintain a reflective journal that documents your personal experiences of emotion in *that* organization. As a *minimum*, your reflections should include:

- **Experience:** a description of at least one experience (who, what, when, where, why, and how)
- **Felt emotion:** the emotions you felt in association with that experience (before, during, and after the experience, if applicable)
- **Displayed emotion:** the emotions you believed you displayed to others during the experience
- **Others' emotion:** the emotions you perceived that *others* were experiencing (and *why* you had that perception) during the experience
- **Emotion management form:** an assessment of the form(s) of emotion management that was (were) evident during the experience

Your journal entries should be turned in electronically each week by Sunday at midnight. The first entry should be turned in by midnight, September 3. The last should be turned in December 3 (this gives you one weekend without a journal entry requirement). You should have a total of 13 weekly entries of 2-4 pages in length.

This assignment is graded on the basis of meeting the requirement; each entry is worth approximately 1.5 points. In other words, if you do the assignment *as stated* and turn each reflection in on time, you will receive full credit for the assignment. Journal entries that do not thoughtfully address each of the required reflection areas will not meet the requirements; you will receive a Meet/Does Not Meet notification by Wednesday following submission for at least the first three journal entries.

## 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.

Class participation will also be evaluated based on evidence of having read the assigned text for that session. Each session will include a *three-minute reflective writing response* in which we will hand out a general question based on the readings. These questions are specifically designed to be broad enough to answer if you have done the readings. If it is evident that you have read the assigned text, you will get one point toward your class participation for that session; if it is evident that you have not read the assigned text, you will have one point deducted from your class participation.

### Grading

The grades for this course will be based on the number of points you receive for each of the graded areas. The total possible score is 100.

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

### 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. If you feel that you cannot meet the requirements of the course in a timely manner, please consult with the instructor. Incompletes may be negotiated on a case by case basis. In general, 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. Papers received after that date will be reduced by one letter grade and then averaged into your total course grade.

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. If the coursework has not been completed and, therefore, a grade change is not submitted, the "I" automatically converts to an "F". 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 class day in the semester following the semester in which the course was taken.

### 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 a class meeting, please contact the instructor *prior* to the start of class. Because one absence equates to missing 20% of the course, a 5% grade reduction will be applied to missing one day of class. If you must miss more than one of the five class sessions, you will not be able to receive a passing grade for the class.

### 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.

### **Scholastic Misconduct**

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.

### 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. We check e-mail frequently and, unless we are out of town, we will usually respond to your e-mail within 24 hours.
- In Person: Although we will try to make myself available to you if you ‘drop by’, please do not expect a substantive conversation; we may have other commitments. We are 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 formatting for your papers. Either 4<sup>th</sup> or 5<sup>th</sup> edition is acceptable.
- Papers, if turned in hard copy, should be stapled in the upper left corner (please **do not** use folders, covers, etc. for scholarly 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:

- 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. We suggest that you try to have a minimum of three sentences per paragraph.
- Proofread before you turn in any materials. If you find a typing error, at least make the correction with a pen or pencil. If errors become distracting, your grade will suffer.
- Follow basic grammar guidelines. 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: 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** **By Jamie L. Callahan**

#### **Quick Reference Sheets** (Links updated December 30, 2005)

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/General/Critically%20Analyzing%20Information%20Sources.pdf>

*Checklist for analyzing information sources:*

<http://library.tamu.edu/portal/binary/com.epicentric.contentmanagement.servlet.ContentDeliveryServlet/WORLD-SHARE/Instructional%20Services/Intranet/Handouts/General/Checklist%20-%20Critical%20Analysis%20of%20Info%20Sources.pdf>

*Evaluating Web sources:*

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

In general, we are 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, we 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/Scholarly%20Journal%20or%20Popular%20Magazine.pdf>

This reference sheet gives some basic guidelines about the differences between scholarly and trade/professional/popular journals. We 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/binary/com.epicentric.contentmanagement.servlet.ContentDeliveryServlet/WORLD-SHARE/Instructional%20Services/Intranet/Handouts/General/Finding%20Articles%20in%20Journals.pdf>

This reference sheet 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 we 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. We cannot stress this enough!!! You must use critical analysis guidelines to determine if you have a scholarly source or not.

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

I encourage the use of scholarly **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. We 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  
Polly Silva  
Virginia Tech  
&  
Jamie Callahan  
Texas A&M University

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 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).

**EHRD 605: Principles & Practices of Leadership in HRD  
Team Assessment Form**

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

Don't forget to include yourself in the table below!

<b>Team Member Name</b>	<b>Primary Role in Process (What did you do?)</b>	<b>Percentage Contributed to Overall Assignment</b>

Do you have any additional comments about the process? If so, please feel free to use the space below or an additional sheet of paper.

## Scholarly Paper Grading Rubric

**Paper Written By:**

**Paper Reviewed By:**

Criteria	Possible Points	Received Points
<b>Purpose</b>	4	
<b>Content</b>	8	
<b>Organization</b>	6	
<b>Mechanics</b>	2	
<b>Total points</b>	<b>20</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. (4 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. (3 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 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. (5-7 pts)

\_\_\_\_ The paper has some development but lacks sufficient evidence or contains irrelevant details that do not yet develop a clear sense of purpose. (2-4 pts)

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

## 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. (6 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. (4-5 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. (2-3 pts)

\_\_\_\_ Paragraphs are not organized around a central idea and the overall structure of the paper is difficult to follow. (1 pt)

## Mechanics

\_\_\_\_ The paper demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, and punctuation. It maintains a clear and efficient style. (2 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. (1.5 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. (1 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. (.5 pt)

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