Course Change Request

Date Submitted: 02/12/18 4:31 pm


Last edit: 02/13/18 8:37 am
Changes proposed by: ksmith

Catalog Pages referencing this course
EHRD - Ed, Human Res, Develop.

Programs referencing this course
CERT-CG8: Community Development - Certificate

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
</tr>
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Rationale for Course

Edit
Other

Seeking approval to teach this course in a non-traditional format.

Course prefix  EHRD
Department       Educ Admin & Human Resource Dev
College/School   Education & Human Development
Academic Level   Graduate
Academic Level   Undergraduate
Effective term   2018-2019
Complete Course Title Principles and Practices of Leadership in Human Resource Development
Abbreviated Course PRIN&PRAC LDRSHIP HRD
Title

Catalog course description
Principles and Practices of Leadership in Human Resource Development. (3-0). Credit 3. Development and application of leadership models for human resource development settings; introduce and examine historical, philosophical and theoretical aspects of leadership; explore and evaluate the ethical and influence dimensions of leadership; critically examine the contemporary research characteristics of effective leadership. Prerequisite: Graduate classification.

Prerequisites and Restrictions

Concurrent Enrollment No

In Workflow
1. EAHR Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost Ii
11. President
12. Curricular Services
13. Banner

Approval Path
1. 02/13/18 6:00 am Mario Torres (mstorres): Approved for EAHR Department Head
2. 02/13/18 8:39 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/13/18 3:48 pm Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:59 pm Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 4:00 pm Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:52 pm Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:14 pm Lathesha Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
<table>
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<th>Should catalog prerequisites / concurrent enrollment be enforced?</th>
<th>No</th>
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<tr>
<td>Crosslistings</td>
<td>No</td>
</tr>
<tr>
<td>Stacked</td>
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</table>

| Semester | 3 |
| Credit Hour(s) | 3 |
| Contact Hour(s) | 3 |
| Lecture: | 3 |
| Lab: | 0 |
| Other: | 0 |
| Total | 3 |

| Repeatable for credit? | No |
| Three-peat? | No |
| CIP/Fund Code | 1312010004 |
| Default Grade Mode | Letter Grade(G) |
| Alternate Grade Modes | Satisfactory/Unsatisfactory |
| Method of instruction | Lecture |
| Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) | Yes |

**Learning Outcomes**

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

This class is offered in Summer Session I as a 5.5 week class. This is a very time consuming and rigorous course as I deliver the exact same course content as I do in 15-week class; instead of covering a chapter per week in a 15-week format, this SSI online course covers 3-4 chapters per week. The course, reading content and learning activities are of the same amount, level of rigor as they would be in a conventionally delivered course. Students are required to read and write threaded discussion posts and reflect on the course content on a weekly basis, usually through discussion prompts I provide. They are also required to submit 4 individual research papers that demonstrate mastery of the leaning outcomes for the course which are listed on the eCampus site.

**Hours**

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Students are expected to read and complete learning activities on a weekly basis. In all three cases, students are to post to the discussion board an original thought in detail with references by Thursday of each week. By Sunday night, they are to provide a detailed response, with references, to at least two other student’s original post. This is three posts per week; in 15 weeks that will be 45 posts for the semester. A traditional f2f class requires 45 contact hours, so this fulfills the intent of the rule. Instructor to student interaction takes the form of posted “voice-over Power Point presentations” and asynchronous instructor feedback on assignments and course content. Office hours are maintained by appointment throughout the semester and most anytime during the day, night and weekends as requested. Synchronous and asynchronous communication with students is through in-person meetings, phone calls, Skype video calls and email. Student to student interaction in the course occurs through weekly discussions, group work, as well as through synchronous team meetings. Student to content interaction is facilitated through a variety of media and learning activities. The course meets contact hour requirements through each of these facilitating interactions throughout the semester.

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Yes No
Export Control Basics for Distance Education.

Is 100% of this course going to be taught in Texas? 

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus Syllabus EHRD 605 Summer 2017.docx

Letters of support or other documentation

No

Additional information

Reviewer Comments Sandra Williams (sandra-williams) [02/09/18 4:32 pm]: Rollback: Resubmit please...

Reported to state? No
Instructor Information:
Dr. Larry M. Dooley
Associate Professor
Adult Education & Human Resource Development
Educational Administration & Human Resource Development
College of Education & Human Development
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Director
Training & Development Certification Programs
Certified Training Professional® (CTP)
Certified Training Instructor® (CTI)
Certified Training Developer® (CTD)

Associate Editor
International Journal of Management Education

Past-President
Academy of Human Resource Development

Faculty Advisor
• Beta Nu Chapter
  Alpha Gamma Rho Fraternity
• Graduate Representative Advisory Board
  EAHR Graduate Student Organization

Course Teaching Assistant (TA):
Shaoping Qiu
qsp680504@tamu.edu
**Course Description**

As leaders, we have the opportunity to leap beyond mediocrity with others and embark upon journeys that will result in the creation of cultures of excellence for our organizations, but we also have distinct biases and predispositions that drive our perceptions. Due to these biases and predispositions, we are faced with the challenge of understanding and developing ourselves, before developing the ability to work with those around us. This course will assist in this development.

The most important skills students in this course will develop are primarily internal ones, i.e. perceptions, insight into causes of problems among individuals within group contexts, and understanding into the dynamics necessary for long-term solution to these problems.

Given their participation in this course, students should have a greater ability of self-reflection, a greater integrated philosophy of leadership, and a more transcendent perspective of how they and others in organizational context construct meaning. We will also examine leadership theory and the literature basis for this theory.

**Objectives**

Given participation in this course, the student will have the opportunity to engage in the mastery of the following competencies:

1. Identify, apply, and reflect upon personal leadership capacities through self-assessments and experiential learning
2. Synthesize course material in developing a personal leadership learning statement
3. Identify and develop your personal powers through a personal growth project
4. Create a personal leadership vision, which reflects personal values
5. Identify ways to integrate your personal leadership vision in interpersonal relationships

**Required Texts**


**Reference Texts**

Course Requirements

**Personal Assessment:** Students are asked to complete a 5-7 page double spaced paper, assessing their opportunities for growth. Within interpersonal leadership development, is critical to explore the role of self-assessment and self-reflection. This paper should provide explicit opportunities for growth with justification for why it is critical to address these. Over the course of the semester you have completed numerous leadership self-assessment instruments. It is expected you will use these as well as leadership theories to support your case as well as permanent literature outside of assigned readings. **10% of Course Grade** Due July 1

**Self-Narrative:** Each student will have the opportunity to share a defining moment from their lives that has created a foundation for who they are and who they aspire to become as a leader. Your story will unfold an experience in your life that really defined who you have become, especially how to see yourself. This self-reflection also will guide you as you come to terms with your leadership style and how you would like to be perceived by others. **10% of Course Grade** Due June 10

**Leadership Philosophy:** The student will complete his or her leadership philosophy using the class ideas, materials, and theories. Your philosophy should reflect how your perspectives and aspirations affect your leadership practice and how they enhance your effectiveness and the effectiveness of your followers. Feel free to draw reference to any of the class discussions, outside texts, or articles that will add credibility to your philosophy. This summary should include perspectives and experiences that provide a foundation for your current philosophy. **20% of Course Grade** Due June 24

**Leadership Praxis:** Students will complete an essay-based assessment of their gained competencies from the readings, videos, examination of the literature and other sources and the application of these competencies to their lives. This will serve as the final exam for the course. **25% of Course Grade** Due July 1

**Online Discussions and Forums:** You are expected to participate fully in the discussion on the class Moodle site. Be sure to check the “Scheduling” column of the Class Schedule; I have assignments for the week noted in this area. The discussion forum for each question will last for one week; in every case, the new Forum Topics will begin Monday morning, you may post to this Forum only until 11:55pm Sunday night of the week it is assigned. Please note, as is explained in the Forum instructions where you will post, you are required to post your initial entry no later than 11:55pm on Thursday night. You are also required to respond to at least two other student’s posts by 11:55pm on Sunday night. There will be a grading rubric for this assignment on the Moodle page, be sure to carefully review this fully prior to engaging in discussions so you know what to include in your discussion. The points system is broken down into a total of 20 points for each week, with five weeks of discussion, this area of the course is worth 100 total points. **20% of Course Grade**

**Weekly Reflections:** Each week you are expected to read the chapters in the text, watch the short videos and some podcasts. After consuming this material, in weeks 2, 3 & 4, you have a short 2-3 page paper to answer each set of questions. You are encouraged to bring additional sources into your paper as appropriate. There is a grading rubric you can follow to develop these papers on the Moodle Site under the heading of Important Course Information. Each Reflection paper is worth 50 points making each week’s reflections worth 100 points. **Due Sunday night by 11:59pm of the week assigned.**
**Class Schedule**

<table>
<thead>
<tr>
<th>FOCUS AREAS</th>
<th>CORE CONTENT TOPICS PER FOCUS AREA</th>
<th>SCHEDULING</th>
</tr>
</thead>
</table>
| LEADERSHIP DEFINED | • Leadership Defined  
• Difference between Leadership & Management  
• Trait Approach to Leadership  
• Skills Approach to Leadership  
Who is the most powerful person you know? What bases of power do they use?  
If you could suddenly acquire any trait in the world, what would it be? Why?  
**Weekly Forum Discussion Questions**  
1. After reading the chapters on the Trait approach and Skills approach to leadership, discuss your stance on whether leaders are born to lead or can one be taught to be a leader.  
2. If you could suddenly acquire any leadership trait in the world, what would it be and why. | **Week 1: 05/30/17 - 06/03/17**  
Chapter 1,2,3  
Read Each Chapter; view Power Point slides for a summary; all the video links and journal articles are supplementary material but worthy of viewing they can add much to your papers for class. |
| INTRODUCTION TO NORTHOUSE’S ELECTRONIC BOOK FEATURES | • Blake and Mouton’s Managerial Grid  
• What is the Behavioral Approach and how does it work?  
• Leadership Behavior Questionnaire  
• Leadership Styles  
• How does the situational approach work?  
• Situational Leadership Questionnaire  
• How does LMX work?  
• Empowerment  
• Trust  
• Organizational Citizenship Behavior  
• Distributive Justice  
**Weekly Forum Discussion Questions**  
1. How should a leader attempt to balance their task and relationship behaviors?  
2. What does Organizational Citizenship Behavior mean to you? | **Week 2: 06/04/17 – 06/10/17**  
Chapter 4,5,6,7  
Read Each Chapter; view Power Point slides for a summary; all the video links and journal articles are supplementary material but worthy of viewing they can add much to your papers for class. |
| BEHAVIORAL APPROACH  
SITUATIONAL APPROACH PATH-GOAL THEORY  
LEADER-MEMBER EXCHANGE THEORY | • Transformational Leadership  
• Transformational Leadership & Charisma  
• Bennis and Nanus  
• Kouzes and Posner  
• Authentic Leadership  
• Servant Leadership Defined  
• Robert Greenleaf  
• Ten Characteristics of a Servant Leader  
**Weekly Forum Discussion Questions**  
1. What are the personality characteristics and behavior types often associated with charismatic leaders? Can these be taught? | **Week 3: 06/11/17 – 06/17/17**  
Chapter 8,9,10  
Read Each Chapter; view Power Point slides for a summary; all the video links and journal articles are supplementary material but worthy of viewing they can add much to your papers for class. |
2. If you could instantly acquire one of the 10 characteristics of servant leaders, identified by Spears, which one would it be and why?

on page 218 and discuss your score and what it means to you.

2. Take the Servant Leadership Questionnaire on page 250 and discuss what your score means to you.

ADAPTIVE LEADERSHIP
PSYCHODYNAMIC APPROACH
LEADERSHIP ETHICS

- What is Adaptive Leadership?
- Definition
- Situational Challenges, behaviors
- Psychodynamic Approach
- Leadership Ethics
- Ethical Theories
- Heifetz’s Perspective
- Burns’ Perspective
- 5 Principles of Ethical Leadership

Weekly Forum Discussion Questions
1. Who has been the most influential person in your life and why?
2. Are ethics caught or taught?

Week4: 06/18/17 – 06/24/17

Chapter 11, 12, 13

Read Each Chapter; view Power Point slides for a summary; all the video links and journal articles are supplementary material but worthy of viewing they can add much to your papers for class.

Weekly Reflections
1. Take the Adaptive Leadership Questionnaire on page 287 and discuss your score and what it means to you.
2. Take the Perceived Leader Integrity Scale (PLIS) on page 356 and discuss your score and what it means to you.

TEAM LEADERSHIP
GENDER & LEADERSHIP
CULTURE & LEADERSHIP

- Team Leadership Model
- Gender Differences in Leadership Styles
- Culture defined
- Dimensions of Culture – Hofstead
- Leadership Behavior and Culture Clusters

Weekly Forum Discussion Questions
1. What is the most effective team you have ever belonged and what made it so effective?
2. Which foreign country (to you) would be the most challenging for you to work in; the most exciting to work in and why?

Week 5: 06/25/17 – 06/30/17

Chapter 14, 15 16

Read Each Chapter; view Power Point slides for a summary; all the video links and journal articles are supplementary material but worthy of viewing they can add much to your papers for class.

The grading scale for this class is as follows:

All six of the Course Requirements will be graded on the basis of 100 points, however these grades are weighted as noted below.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weighted Percent</th>
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<tbody>
<tr>
<td>Personal Assessment</td>
<td>10%</td>
</tr>
<tr>
<td>Self-Narrative</td>
<td>10%</td>
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<tr>
<td>Leadership Philosophy</td>
<td>20%</td>
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<tr>
<td>Leadership Praxis</td>
<td>25%</td>
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<tr>
<td>Online Discussions and Forum</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Reflections</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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</table>
Late Assignments and Incompletes

I prefer that none of you take an incomplete. However, 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 you cannot meet the course requirements, please speak with me as soon as possible.

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 of my class in the semester following the semester in which the course was taken.

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

Aggies do not lie, cheat or steal nor do they tolerate those who do.

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; more specific details regarding the Aggie Code of Honor can be found at http://www.tamu.edu/aggiehonor/.

On any written document you submit, you should a cover sheet that contains the following signed statement:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

**Advising**

My goal is to be as available as possible to meet your needs during the semester. There are three basic ways you can 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:** As all of my classes are online, I am not in the office much; I work out of my home office most days unless I have meetings scheduled on campus. I am available, however, you must schedule an appointment in advance for me to meet with you in person.
- **Phone:** If you are just trying to contact me, I usually have my office phone “call forwarded” so I should be available most of the time. However, do not assume I am free for an advising session on the phone whenever you choose, I do have other responsibilities. I am happy to do advising by phone and will make appointments to do so.
- **I will schedule regular Skype® conferences for the class and, I am told by our IT staff, we should have webinar software available by the fall. It that happens, I will set this up at least monthly.**
- **Also, please expect regular “webcam” messages weekly on the class Moodle® site.**

**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 5th or 6th edition is acceptable. Failure to use APA formatting can result in a “F” on the assignment.
- Please double-space, use 12-point Times New Roman 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. I 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**

**Quick Reference Suggestions**

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?

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.

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.

THE FOLLOWING IS USED BY PERMISSION BY DR. CALLAHAN

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 study HRD.

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

☐ Look for general information
☐ Search for information on some component of the topic
☐ Look at the different worldviews, to find different approaches to the topic
☐ Decide what disciplinary approach (or multidisciplinary approach) you want to take (psychology, business, linguistics, sociological) etc.
☐ 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?

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).

Grade Ranges

<table>
<thead>
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<td>675-800</td>
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