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Poster E-Book
Professional Faculty: Experiences of Getting to and Successfully Navigating the Promotion Process

Diane D. Chapman, Douglas L. James, Katherine E. McKee, Erin E. Robinson, and Katharine E. Stewart
North Carolina State University, Raleigh, North Carolina

**Abstract**

Tremendous growth of non-tenure track faculty (NTTF) roles in higher education is well-documented, but it is often accompanied by barriers and setbacks. This study examines the experiences of non-tenure track faculty members who were promoted to associate or full professor roles between 2011 and 2015. The study used semi-structured interviews to gather insights from NTTF members who were promoted to associate or full professor roles in order to understand the barriers and supports that contributed to their success.

**Methods**

The study used a qualitative research design, specifically semi-structured interviews. Participants were recruited from institutions that had a history of successfully promoting NTTF members. The interviews were conducted by trained researchers and followed a semi-structured format to ensure consistency in data collection. Data analysis involved coding and categorizing responses to identify themes and patterns.

**Findings**

Some participants went through the promotion process twice and included experiences from both times. They were generally satisfied with the process. Out of the 60 people promoted from 2011 through 2015 on this track, 59 were still employed by the university as of January 2018, with a retention rate of 98%.

**Discussion**

NTTF, who are the majority of university faculty, often feel undervalued and disadvantaged. Participants mentioned improvements that can be made for NTTF faculty:

1. Cultivating supportive climates and equal status to other faculty
2. Establishing equity in recognition and awards for those who are promoted
3. Clarifying the expectations for promotion and post-promotion
4. Clarifying the policy and standards, especially at the college and department levels
5. Highlighting the differences in expectations between NTTF and tenure-track faculty

Participants overwhelmingly credit their support or lack of support from their department heads as a determinant of their successful promotion. Department heads are the main source of information about NTTF promotion and serve as a gatekeeper for the promotion process. They are crucial in controlling salary increases and are largely responsible for ensuring pay equity.

The study suggests that administrators should support the NTTF by providing clear expectations and promoting equity in voice and climate. The NTTF are more likely to pursue promotion if they feel supported and confident in their ability to succeed.

In conclusion, the study highlights the importance of support and clarity in the promotion process for NTTF faculty. Administrators and department heads have a significant role in creating a supportive environment and ensuring the success of NTTF members.
Millennial Workers’ Role in the Future of Labor Unions and Implications for Human Resource Development

Introduction

Millennials (aged 20 to 36) are predicted to compose 75% of the population by the year 2025 (Schawbel, 2013). Only 4% of Millennials were among union members in 2014 (Cates, 2014, p. 108). Millennials agree that they would join unions, but only if the union were able to represent their interests (Cates, 2014). Figure 1 gives an overview of age groups who participated in union membership between 2000 and 2010.

The nature of jobs most Millennials work has been either part-time or temporary jobs, and because of that, they receive:

- Less exposure to unions
- Resistance from the employers to be accepted as a core part of the organization (Boris, Grabelsky, Margolies, & Reynolds, 2013).

These are the workers who could ultimately benefit from union representation because unions are not afraid to stand against powerful leaders or to accept abuse within the workplace (“New employer challenge,” n.d.). Unions would give these workers the confidence to speak out against abuse on behalf of the organization.

Unionization has decreased since WWII (Cornfield, 1986, p. 1113). With this, they are facing losing their prominence. Some reasons unions have faced a decrease include:

- Right-to-Work legislation,
- Improved working conditions, and
- Relocation of highly-unionized companies to historically less unionized states or abroad (Devinatz, 2015).

For unions to receive long-term membership, which they need from Millennials, research has found they must recruit the members before the potential members reach the age of 27 (Boris et al., 2013). Clearly, unions have been unable to reach that threshold. Unions have been focused on employees’ salaries and work conditions and not on what the new generation of Millennials desire. Unless they can attract and retain new members, labor unions may be doomed by the loss of unionized workers.

Solutions

<table>
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<tr>
<th>Unions can be successful, as shown by the International Brotherhood of Electrical Workers, however, they must be willing to put in the effort and the work to gain the much needed Millennial workers. If unions put in the effort, they will see an increase in union member numbers.</th>
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<th>Millennials desire:</th>
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<td>• Engagement,</td>
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<td>• Being involved in strategic planning, and</td>
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<td>• Developing work skills (Cates, 2014, p. 112).</td>
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Some unions, such as the International Brotherhood of Electrical Workers, have succeeded in meeting some of the Millennial desires. The International Brotherhood of Electrical Workers offers an apprenticeship program where members:

- Graduate as an electrician
- Graduate within 5 years while also having
- Graduate with no debt (Carey, 2017).  

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HRD Implications

HRD has primarily focused on creating systems that meet organizational goals. The focus is on benefits, productivity, as well as employee and labor relations (Mathis & Jackson, 2008). To support these goals, HRD trainers may:

- Offer classes to explain unions and what they offer for employees
- Create training programs to highlight safety and to
- Explain union benefits
- Keep in mind that Millennials are tech savvy and want to learn (Riad, 2017).

HRD professionals may assess the younger generation of workers’ needs, which could inform labor unions so they know what to focus on for engaging those much needed workers. This may lead to increased engagement, which Millennials value. This may also positively affect their work performance, length of employment, and the organization’s bottom line. As Vandaele (2012) points out, younger workers are often found in small organizations and places with high turnover (p. 106). Leading to unionization may require commitment on the employers’ behalf, but the benefit for all may well outweigh the costs.

Future Research

Research should focus on the success of unions to engage Millennials, the demographics of union members, HRD, and how all three function together.

Selected References


T1zaXRl#AN=AP55079536ed9474d88f110533dc287&db=nh

Cates, S. V. (2014). The young and the restless: Why don’t Millennials join unions? 


**ABSTRACT**

This study is to explore an indigenous model of virtuous leadership in East Asia, where Confucian values are shared. It also aims to compare Kunja leadership with authentic leadership, using data from 235 employees in a South Korean telecommunication company. Potential contribution of this study lies in that it introduced a new model of Kunja leadership to the field of HRD.

**BACKGROUND**

Kunja (君子: Junzi) has been held up as the archetypal ruler or leader in Confucian societies for the last 2,500 years.

- Literally, Kunja means the son of lord, which later transitioned to political leader in a ruling class.
- A philosopher king for the ruler of a state proposed by Plato is a similar notion.
- An ideal leadership model in the warring state period (戰國時代).

Confucius argued anyone with moral virtues and talents can be a Kunja regardless of class and/or occupation (Song, 2004).

A Kunja continuously cultivates one’s own Holistic Virtue, duk (德: de), which is considered as an ideal character of a leader. Holistic virtue is often presented as an almost mysterious power to govern and control without having to force things or, in government, resort to violence.

Based on the Four Books (i.e., the Analects, Mencius, the Doctrine of the Mean, and the Great Learning), the five dimensions of virtue include:

- Humanity (仁: unifying people)
- Righteousness (義: following right path)
- Courtesy (禮: maintaining harmony)
- Wisdom (智: optimizing process)
- Trustworthiness (信: abiding by sincerity).

Despite its literal meaning, any person willing to improve oneself can become a junzi. On the contrary, the so-in (小人: xiaoren) does not grasp the value of virtues and seeks only immediate gains.

Confucius described the effects of holistic virtue:

“The de of the junzi君子 is the wind, while the de of the petty person (小人: xiaoren) is the grass” (論語: Lunyu).

**PURPOSE**

The Purpose of this Study
- To explore an indigenous model of virtuous leadership in East Asia, where Confucian values are shared.
- To compare Kunja leadership with authentic leadership, using data from 235 employees in a South Korean telecommunication company.

Potential contribution of this study lies in that it introduced a new model of Kunja leadership to the field of HRD.

**KUNJA (君子) LEADERSHIP?**

“(T)he influencing process of a leader who makes members agree to achieve upper-level goals and voluntarily cooperate to improve performance by practicing moral virtues and creating the sense of community” (Ryu, 2015, p. 745).

**Conceptual Framework**

Why Kunja Leadership Now?
- Most leadership theories were developed in the Western world.
- Extant leadership theories have focused on competencies that link to efficiency and effectiveness.
- Fundamental reason for the Great Recession
- Emergence of Corporate Social Responsibility (CSR)
- Relevant to Positive Psychology
- Fit for 4th Industrial Revolution Era

**RESULTS**

**Correlational Analysis**

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**Canonical Correlations - Redundancy Analysis**

**DISCUSSION**

- The ancient notion of East Asian leader, Kunja, was reviewed and the measure of Kunja leadership was examined.
- Kunja leadership and authentic leadership share a large common denominator. The two sets of multivariate variables turned out to have a strong association.
ABSTRACT

Among the prominent organizational change models, population ecology models, evolutionary theory, and life cycle theory provide knowledge about the living organisms to better understand organizational change. While population ecology model exposes the importance of environment, evolutionary model especially biological model extrapolate the notion further by stressing on incremental changes to deal with environmental influences. Organizations, however, must be adaptive to change to be successful and remain viable in the ever-expanding and dynamic global economy. Additional factors influencing the viability of an organization include: size of organization, lifespan, rate of growth, environmental fit, external and internal environment, organizational resilience and adaptability, and overall organizational response to change. These ideas are analogous to how living organisms must constantly adapt and change in response to their environments. This is the heart of Darwin’s Theory of Natural Selection. We are not the first to use organisms as a metaphor for organizations. In fact, multiple different metaphors have been used. In our paper we focus on organizations as organisms, as well as open systems of flux which interestingly has been inadequately explored in the current organizational literature. We outline several parallel comparisons between organizations and organisms in efforts to better understand what organizations can learn from the success of organisms over billions of years. We conclude by offering some suggestions on how organizations can apply concepts from the successes of select (groups of) organisms to be successful and remain sustainable. Findings of this study will hopefully provide some useful information for theory building. Further, it is hoped this study will stimulate more scholarly interest in this relatively untapped research area. These expected findings will serve as useful pointers for organizational researchers in understanding the organizational change which is arguably one of the most perplexing yet interesting areas of scholarship in organizational studies. Keywords: organizational change, organizations, organisms

THEORIES:

ORGANIZATIONS

Evolutionary Economics Theory
Population Ecology Theory
Organization Change Theory

ORGANISMS

Evolution
Natural Selection
Modern Selection

THEMES:

Common themes that have emerged from exploring theories related to organizations and organisms: include equilibrium or stasis, adaptation and extinction. Both external and internal factors, as well as time and rate of change become dynamic forces that can shape both organizations and organisms. Equilibrium is achieved when both the external factors influencing change are balanced by the internal factors responding to change. These changes typically takes place at a steady rate over an extended period of time. Adaptation is seen when internal forces are quick and highly responsive to changing external factors allowing for relevance to be maintained. These changes can often be abrupt and occur in a short period of time. Extinction occurs when the external factors that are causing change have a greater influence and internal forces are unable to change or unable to respond resulting in loss of importance or relevance.

External Factors: environment, competition, market niche
Internal Factors: Size of organisms, ability to adapt to change; genes; employees; cashflow

Relevance/ Application/Conclusion/Takeaways:
organization are constantly closing and opening; relevant today due to the change in the consumer marketplace from brick and mortar to online; also relevant to the ease of doing business in a global market; as easy as it is to set-up and succeed, it is equally easy to fail and close

Purpose of Study

1. Explore parallels between organizations and organisms.
2. Outline common themes between organizational change theory/models and evolutionary concepts of biological change.
3. Apply an analysis of these connections to further inform (or contribute) to the literature on organizational change theories.

Methodology

To explore the parallels between organizations and organisms in efforts to outline some parallel, a literature review was conducted. Literature on organizational change models, population ecology models, evolutionary theory, and life cycle theory will provide a thorough understanding of organizations. Books, reviews and manuscripts on classical and modern theories of evolution will provide insight on the dynamic nature of biological organisms.

Future Research Directions

These expected findings will serve as useful pointers for organizational researchers in understanding the organizational change which is arguably one of the most perplexing yet interesting areas of scholarship in organizational studies. It is anticipated that further research will be able to outline tools on how to apply these concepts to understanding how well existing organizations respond and adapt to change. In addition, understanding the dynamic factors involved in change can better inform organizational decisions and strategies. Future researchers can focus on how organizational ecosystems can be designed to improve organizational change response(s).
Background and Purpose

- The Andragogy in Practice Inventory (API) was developed to assess the extent to which adult learners perceive that the learning activities they engage in are consistent with the principles and process design elements framed within the theory of andragogy (Holton, Wilson, & Bates, 2009).
- After introducing API to academia, several studies have used API to examine the features of adult learners and their relationships with the principles and design elements of andragogy in the United States (Cannoner, 2014; Leigh, Whitfield, & Hamilton, 2015; Watts, 2015).
- However, little research has been conducted to investigate the applicability of API in online learning environments. It is very important for online instructors to understand the characteristics of adult learners and develop the best instructional methods for them. Additionally, it is significant to use appropriate measures to evaluate how much andragogy principles and design elements have applied to adult learning practice in online settings.
- Therefore, the purpose of this study is to examine the relationships among adult learning principles and processes in online learning environments by using the Andragogy in Practice Inventory (API).
- The main research question for this study is, how much adult learning principles and processes are related in online learning environments?

Theoretical Framework: Andragogy

- Andragogy has provided a fundamental framework for adult learning and education (Holton et al., 2009; Knowles, 1980; Knowles, Holton, & Swanson, 1998; Pratt, 1998). Scholars have described and defined andragogy in many ways (e.g., Beder & Carrea, 1988; Feuer, & Gerber, 1988; Merriam & Borknett, 1997; Rachal, 2002). For instance, Andragogy is viewed as a “guiding principle on how best to educate adults” (Beder & Carrea, 1988, p. 75) and “a way of thinking about working with adult learners” (Merriam & Borknett, 1997, p. 135).
- Knowles (1984, 1989) defined six basic principles and eight design elements of andragogy. To successful teach adult learners, the six basic principles shift the focus of learning from being teacher-centered to learner-centered. These principles include self-directed learning, prior experience, readiness to learn, orientation to learning, reason for learning and intrinsic motivation to learn (Knowles, 1989).
- The eight design elements of Andragogy encompass a wide range of activities which occur before, during, and after the learning experience, including: preparing the learners, climate setting, mutual planning, diagnosis of learning needs, formulation of learning objectives, planning design, planning lesson execution, and evaluation (Knowles, 1984).
- When andragogical principles and design elements are adequately considered, andragogy is able to address learning needs of adults and enhance the practice of adult education by using appropriate instructional methods (Brookfield, 1998).

Methods

- The subjects of this study were adult learners who are 24 years and over, enrolled in the online program of a higher education institute in the US.
- Data were collected via the questionnaire with 60 items.
- The measure was the API developed by Holton and colleagues (2009), consisting of two sections (the principles of andragogy and the learning process design elements for adult learners). The questionnaire implemented a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).
- A total of 164 responses were analyzed, excluding 39 incomplete responses.

Results: Descriptive Statistics and Correlations

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Mean

4.36 4.12 3.92 4.06 3.76 3.56 3.08 3.08 3.33 3.47 3.16 3.43 3.88 3.26

Standard Deviations

52 53 59 54 77 82 82 80 90 94 .94 .72 .66 .84

** p < .01

Reliability coefficients (Cronbach Alpha) are in the diagonal.

- Principle: Need to know (NTK), Self-directed learning (SD), Prior experience (EX), Readiness to learn (RL), Orientation to learning (OL), and Intrinsic motivation to learn (MO)
- Process: Preparing the learner (PL), Diagnosis of learning needs (DL), Climate setting (CS), Mutual planning (MP), Diagnosis of learning needs (DNL), Set learning objectives (SLO), Design of the learning experience (DLE), Learning activities (LA), and Evaluation of learning (EVA)

Implications

Theoretical Implications

- This is the first study to use the API in online learning settings. The results of the current study could serve as evidence establishing further generalizability and robustness for using the API in different learning practices.
- This study can provide a theoretical foundation to elaborate the updated version of the API and expand the application of the principles and design elements of adult learning to diverse settings.

Practical Implications

- Educators and practitioners in the field could use the API and apply the results to prepare and develop instructional strategies for their learners. By working with adult learners, practitioners could use the principles of adult learning to incorporate andragogical design elements into their curricula to create greater learning outcomes.
- The API can be used as a tool to collect information and feedback from learners to enhance their motivation, improve instructional methods, and update learning activities in their respective learning contexts.

References

Carrea, N., 1988, p. 75) and “a way of thinking about working with adult learners” (Merriam & Borknett, 1997, p. 135).
Human Resources Quality in Vietnam – Facts

- WEF (2015): 1/15 of Singapore, 1/11 of Japan, 1/10 of Korea, 1/5 of Malaysia, 1/2.5 of Thailand, ranking 56/144 countries → increased productivity but still very low
- ILO (2014): 50% employers claim high school graduate workers lack necessary skills, college graduates with useful skills but still demand-unmet.
- WB (2015): In the 10-p grading scale for HR quality: 3.79/10, ranking 11/12 surveyed Asian countries → weak quality, lack of dynamism and creativity and industrial working style.

Why studying NHRD of Vietnam?

- Global tendency on HRD
- Development direction of Vietnam
- Key role of human capital in Vietnam’s development
- Labor productivity of Vietnam

Objectives

- To explore human resource development as national policy (NHRD) in Vietnam
- To investigate HRD practices in higher education and business sector illustrating NHRD Vietnam

Methodology

- Exploratory review based on document analysis
- Review sources: Vietnam policies and plans for HRD, NHRD literature, and others

Introduction

Study Approach

NHRD: Key Concepts

Existing NHRD Definitions

- “... the process of increasing the knowledge, the skills, and the capacities of all the people in the society” (Harbison & Myers, 1964, p. 2)
- “… a ‘national’ policy of skills development … normally devised by governmental administration department” (Metcalfe & Rees, 2005, p. 457)
- “a system that a country possesses in order to acquire, develop, and utilize its human resources” (Oh, Ryu, & Choi, 2013, p. 156)

NHRD Characteristics

- Multiple levels: national, provincial, sector, etc.
- Heavy focus on national policies
- Important role in addressing diverse societal issues

NHRD Models

- Centralized
- Transitional
- Government-initiated
- Decentralized/Free-market
- Small-nation

Framework

FRAMEWORK

REALITY

NHRD Legal Direction of Vietnam

- The CPV National Congress Resolution
- Socio-economic Development Strategy 2011-2020
- Government Decision No. 579/QĐ-TTg on Vietnam Human Development Strategy 2011 – 2020
- Laws on Education; Laws on Higher Education
- Vietnam 2035: Toward Prosperity, Creativity, Equity, and Democracy

Vietnam NHRD Definitions

- As a national policy, national strategy, comparative advantage and decisive factor, contributing to the success of economic development...
- Comprehensive development of human capital/resource quality: intellectual, physical strengths, work and creatively capacity, and political and social ethos, spirit and emotions
- Build it in alignment with socio-economic, science and technology development requirements; be a driving force for industrialization and modernization...
- Create a friendly and developmental environment...
- The nation’s legal responsibility and obligations in terms of training, development, and utilization of the high quality HRs...
- Social responsibilities practiced by leaders and managers at all levels, schools, businesses, families, and individuals...

Business Sector HRD - Talent Development

- State of Talented HR in Vietnamese Businesses
  - A growing need for qualified HRs and talents
  - Intense competition for talents
  - Lack of industry-readiness of business HRs
- State of Talent Development
  - Eastern perspective on organizations and members
  - Perception of “people as core” in TD/HRD programs

References

References are within text
Contact: huyen.van@tamu.edu, phuongtamt@tamu.edu
Diagnosing and Addressing Performance Issues in Vietnamese SMEs: Proposal for Organizational Learning and Employee Engagement

Huyen Thi Minh Van (PhD Candidate) & Fredrick Muyia Nafukho (PhD)
Texas A&M University

Background

Although small and medium enterprises (SMEs) represent the backbone of the Vietnamese economy, they have performance challenges due to lack of external support and internal development (Malesky et al., 2016). General performance issues include low productivity, limited access to finance, disengaged workforce, etc. (Ministry of Planning and Investment - Vietnam, 2014).

Statement of Problem: On the global scale, most of the learning is not transferable at team and organizational levels, and employees are not actively engaged at work (Bersin, 2014). Vietnam SMEs are not an exception. The situation becomes more critical since SMEs are facing increasing competition in both domestic and international markets. Based on our analysis, we propose that learning at the organizational level (organizational learning through training and development) and employee engagement (non-training initiatives) could be effective in dealing with identified performance issues in Vietnam SMEs.

Purpose of Study

This conceptual paper aims to advocate for the increasing role of organizational learning and employee engagement in enhancing performance of Vietnam SMEs via their current situation diagnosis.

Methods – Diagnosis Approach

Vietnam SMEs Snapshot

- Currently, about 500,000 enterprises are operating; 97% are SMEs (Phan et al., 2015).
- SMEs account for over 50% of the workforce and 31% of the GDP (Le, 2011).
- SMEs are important in creating new jobs in the Vietnamese economy, they have performance challenges due to lack of external support and internal development (Jerez-Gomez et al., p. 716). Based on our analysis, we propose that learning at the organizational level (organizational learning through training and development) and employee engagement (non-training initiatives) could be effective in dealing with identified performance issues in Vietnam SMEs.

A SWOT Analysis of Vietnam SMEs

A Cross-SWOT Performance Analysis of Vietnam SMEs (further work needed)

- Long-term performance improvement strategy based on WT combinations.
- Middle-term performance improvement strategy based on ST & WO combinations.
- Short-term performance improvement strategy based on SO combinations.

(Legends: S: Strengths, W: Weaknesses, O: Opportunities, and T: Threats; Make a 3-item list for each group)

Preliminary Findings

The ability of an SME to continuously involve members in the learning and behavioral change process covering aspects of managerial commitment, systems thinking, openness and experimentation, and knowledge transfer and integration.

Employee Engagement (EE) – Non-Training

- Definition: “an active, work-related positive psychological state operationalized by the intensity and direction of cognitive, emotional and behavioral energy (Shack et al., 2016, p. 2).
- General Concept: EE in Vietnam is seen more from the organizational, rather than personal, perspective.
- Vietnam SMEs: “the work-oriented combined cognitive, emotional, and behavioral energy of employees aimed at the organizational success and personal development, as a result of individual self-determination and organizational resources”.
- Proposed Concept: EE is promoted as a non-training approach, via mentoring, self-development, and organizational support, linking to performance.

Proposed Conceptual Analysis

Organizational Learning (OL) – via Training

- Definition: “the capability of an organization to process knowledge … and to modify its behavior to reflect the new cognitive situation, with a view to improving its performance” (Jerez-Gomez et al., p. 716).
- General Context: Vietnam is a learning society; OL is a learning society in an organizational context.
- Vietnam SMEs: The ability of an SME to continuously involve members in the learning and behavioral change process covering aspects of managerial commitment, systems thinking, openness and experimentation, and knowledge transfer and integration.
- Proposed Concept: One way to enhance OL is through training, linking to performance.

References

Selected references are provided within text.

Contact: Huyen Thi Minh Van: huyen.van@tamu.edu
Dr. Fredrick M. Nafukho: fnafukho@tamu.edu
Performance Improvement Phases

Overall Process of Performance Diagnosis
Effective Change Management and Leadership Practices for Emerging Technology Implementation in Training and Development

Dale L. Lunsford, Felicia L. Hall, Mitchell L. Tarver, and Lianne R. Young
The University of Southern Mississippi, Department of Human Capital Development

ABSTRACT
Emerging technologies provide opportunities for organizations to implement innovative training and development (T&D) programs that engage employees. Still, emerging technologies may lead to resistance to change. Human resource development (HRD) personnel using emerging T&D technologies need to know how to employ change models. Additionally, leaders need to adopt strategies to encourage people to embrace emerging T&D technologies. To achieve these goals, researchers need to identify barriers to emerging technologies in organizational training, and evaluate change models and leadership practices to overcome these barriers. This study will identify effective change management and leadership practices to overcome barriers to emerging T&D technologies.

REFERENCES

EMERGING TECHNOLOGIES
According to Veletsianos (2010), “emerging technologies are tools, concepts, innovations, and advancements utilized in diverse educational settings to serve varied education-related purposes” (p. 3).

EXAMPLES
• Analytics
• Augmented Reality
• Games and Gamification
• Immersive 3D Simulations
• Internet of Things
• Simulators
• Virtual Reality
• Virtual Worlds

BENEFITS
Effective and efficient methods to build employee skills and knowledge:
• Enables just-in-time learning
• Enables self-directed learning
• Improved learning experiences
• Increased availability and accessibility of learning
• Increased collaboration, interaction, and active participation
• Increased engagement levels
• Increased knowledge and skill gain
• Increased knowledge retention rates
• Increased motivation to learn
• Reduced cost of training
• Reduced time for training
• Support meaningful learning

BARRIERS
• Employee resistance to change
• Stakeholder resistance rooted in ethics, culture, organization, and the technology
• Poor communication

PROBLEM
Organizations are constantly seeking ways to gain a competitive advantage. Training and developing employees effectively and efficiently gives organizations the competitive edge they seek (Vaz de Carvalho, Lopes, & Ramos, 2014). Due to the time and monetary constraints associated with the training and development of employees, choosing a method that delivers training effectively and efficiently is imperative. HRD professionals must remember that during the change process, human use, interest, motivation, and adoption are major factors that determine if the implementation of an emerging T&D technology succeeds or fails (Spector, 2013).

Reliable change management models provide guidance to ensure that organizations consider infrastructure and human elements (Evans & Schaefer, 2001; Kotter, 2012; Lewin, 1951).

Organizational leadership does not always consider key components of communication, culture, education, and motivation as recommended in change management models (Chow, 2013; Spector, 2013).

Despite successes with emerging T&D technologies, barriers to adoption persist (Howland et al., 2015; Nilsen et al., 2016).

HRD efforts must focus on reliable, evidence-based change models and leadership practices when introducing staff to emerging T&D technologies.

Figure 1. Leadership and Change Management for ET Adoption
Job Mobility and Job Plateaus: A Staffing Perspective of Low-Qualified Labors’ Experiences Crossing Organizations
Dr. Rebecca J. McPherson, SPHR ~ Texas A&M University–Central Texas

Background: There are two traditional career paths to job mobility for economic gain, seeking a bachelor’s degree or higher post-secondary education or utilizing employer training and internal employer career tracks. For economically disadvantaged labor, internal employer career tracks have long been the career path to upward job mobility. However, the flattening of organizational structures and the segmentation of the job market have substantially reduced labors’ opportunities to bridge from low-waged low-skilled jobs to higher-waged higher-skilled jobs through internal employer career tracks (Drayse, 2004). In 2013, the Bureau of Labor Statistics substantiated this polarization of the job market providing evidence that fewer jobs required some college or an associate’s degree and the majority of jobs required either no education and skill or a bachelor’s degree or higher.

Purpose of the Study: This study seeks to elucidate alternative career paths bridging the low-qualified labor in the secondary job market to successive job mobility into the primary job market. This is the second stage of a work-in-progress study exploring low-qualified labors’ experiences in crossing organizations for economic gain.

First Stage: The initial study included 10 human resource management (HRM) professionals’ perspectives of low-qualified labor market’s experiences with job mobility within and across organizations (McPherson, 2018). Findings included descriptions of major influencers on both unsuccessful and successful job mobility within and across organizations with two notable findings. First, “major influencers’ impacts on job mobility were distinctly different across industries and dependent on organizations’ job composition by educational attainment” (para. 1); second, “negative outcomes from low-qualified labor employing misinformed protean and boundaryless behaviors suggest a unique phenomenon may exist for low-qualified labor related to job mobility, job mobility plateaus, and boundary crossing” (para. 1). HRM professionals identified this phenomenon as Lack-of-Understanding.

Second Stage Participants: Expanding on initial findings, the second stage seeks to include workforce intermediaries’ perspectives such as workforce development professionals, workforce counselors, and staffing professionals—those who typically assist the unemployed and underemployed.

Second Stage Objectives: This stage of the study seeks to further elucidate and articulate the context of low-qualified labors’ job mobility plateau phenomenon, its major influencers, attributes, and other contributing elements. This study seeks to provide a unique perspective of low-qualified labor’s job mobility plateau phenomenon and potential alternative career paths in order to inform decision makers such as human resource managers, career counselors, and workforce development professionals who are responsible for the management of human resource development programs and workforce replacement planning policies related to low-qualified talent pipelines.

Data Collection and Analysis: Data was collected through one 60-minute semi-structured interview and analyzed using Bryant and Charmaz’ grounded theory method. Data was analyzed using open and axle coding drawing on and expanding upon initial codes from the first stage of this project.

Emergent Findings: Extending findings from the first stage, the second stage provides both unique and overlapping perspectives. Findings developing from the second stage suggest workforce intermediaries focus on concerns related to job shortages and skill gaps across industries as well as predicting success factors for low-qualified individuals. **Lack-of-Understanding was described from the context of predictors for success and bridgeable knowledge, skill, or ability gaps.** Emergent findings suggest the phenomenon Lack-of-Understanding may be the critical component describing why some individuals are more successful than others in seeking job mobility. Future research will focus on elucidating the phenomenon Lack-of-Understanding.

References:
Exploring reciprocity in formal mentoring: Lived accounts from the AHRD faculty mentoring partner program

Rajashi Ghosh, Holly Hutchins, Kevin Rose, & Matt Bergman
Academy of Human Resource Development 2018

Background
The faculty mentoring partner program (FMPP), launched by the Academy of Human Resource Development (AHRD), was developed in 2014 to promote reciprocity among participating faculty in different stages of their careers. The FMPP is grounded in a relational mentoring model (Ragins, 2011; Ragins & Verbos, 2007) where participating faculty are invited to offer mutual support and guidance based on established goals.

Understanding how reciprocity is experienced in formal mentoring relationships and associated challenges would be key to designing mentoring programs that can attend to both mentor and mentee needs in organizations and hence maximize the return on investment for formal mentoring programs. The unique experiences of the mentoring pairs in the FMPP provides an insider’s perspective into the nuanced understanding of how reciprocity is experienced in formal mentoring relationships, thereby guiding HRD professionals to develop a mentoring culture that prioritizes mutuality.

Objective
Study Purpose: Explore how mentoring partners experience reciprocity in their mentoring relationships.

Our guiding research question is: How do the mentoring partners in different kinds (e.g., cross-ethnic, cross-cultural, cross-gender) of formal mentoring pairs experience reciprocity?

Methods
Procedure:
- We utilize interpretive phenomenology to understand subjective experiences of the mentoring partners that are inextricably influenced by social and cultural forces shaping their lives (Heidegger, 1962).
- We conducted two semi-structured interviews (45 minutes to 1 hour duration) with each mentoring partner (14 individuals, 7 mentoring partner pairs in 2 cohorts; n=28 total interviews).
- In the first interview, we focused on understanding partners’ prior mentoring/developmental relationships experiences, how those manifested in their academic setting, and how those experiences might have shaped their mentoring schemas.
- In the second interview, we focused on understanding how they might have experienced reciprocity and mutuality in the mentoring partnership they developed due to their participation in the AHRD faculty mentoring partner program.

Preliminary Findings
Apriori themes as per relational mentoring theory (Ragins, 2011):
- 67 excerpts describing prior mentoring schema (e.g., helper-friend model schema, helicopter hands-off schema, white father model schema)
- 33 excerpts describing the nature of reciprocity/mutuality (e.g., types of mutual/reciprocal gains achieved by the mentoring partners)
- 17 excerpts of relational mentoring characteristics necessary for reciprocity/mutuality (e.g., active listening, empathy, inspiration, holistic perspective, personal learning and growth, affirmation of authentic self, trust building)

Emergent Themes:
- 25 excerpts describing the challenges to reciprocity/mutuality (e.g., career stage, power difference, cultural differences)
- 17 excerpts describing how the formal/informal nature of mentoring experiences influenced reciprocity/mutuality (e.g. sharing personal experiences)
- 31 excerpts describing how perceptions of developmental culture in academia or lack thereof shaped reciprocity/mutuality (e.g. silo effect, formal mentoring programs, competition)

Next Steps
Data analysis is currently ongoing for this project. We anticipate the following process to unfold:
- Completion of coding of remaining interviews (approximately four)
- Review and recoding of completed interviews based on new emergent codes utilized in the analysis process
- Grouping of codes into various themes across all interviews
- Write up of findings and implications, and aim for draft submission in summer/fall 2018
The employable graduate: stakeholder perspectives

Valerie Anderson, University of Portsmouth, UK, Valerie.Anderson@port.ac.uk; Michael Tomlinson, University of Southampton, UK; Hazel McCafferty, University of Southampton, Emily Mason-Apps, University of Portsmouth, UK, Elena Lisauskaite, Royal Holloway, University of London, UK.

Introduction
Higher education (HE) is regarded as a driver of economic development, social mobility and improved life-chances. ‘Employable graduates’ are regarded as crucial for organizational ‘talent pipelines’. Employers, policy makers, students and their families may have different and competing expectations of the benefits from HE.

Research objectives
• Identify what employers hope undergraduate students will gain from their time in HE
• Develop a conceptual model of the employable graduate from the employer perspective

Methods
Part of a large-scale HEFCE project on measuring and evaluating ‘learning gain’ in HE. Employer perspective: semi-structured interviews (n=12) Qualitative research:
• social constructivist stance
• interpretive sense-making
• thematic analysis

Data Collection
4 UK Universities
Elite (Russell) Group, Research Intensive; ‘New’ Post 1992; Specialist Arts

Results

<table>
<thead>
<tr>
<th>Headline Theme</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person / Organization Fit</td>
<td>60</td>
</tr>
<tr>
<td>Experience</td>
<td>44</td>
</tr>
<tr>
<td>Qualifications / credentials</td>
<td>44</td>
</tr>
<tr>
<td>Resilience</td>
<td>43</td>
</tr>
<tr>
<td>Presentation of an Employable Self</td>
<td>42</td>
</tr>
</tbody>
</table>

Discussion
✓ Workplace experience the most valuable ‘currency’ of employability
✓ Psychological capital resources and identity characteristics are highly desirable
✓ Specialist or technical knowledge and skills are less prioritized
Where’s the Selfless in Service?
An Investigation of Organizational Citizenship Behaviors in Transitioning Military Service Members’ Experiences

Ann Herd, Ph.D. and Kevin Rose, Ed.D.
Department of Educational Leadership, Evaluation, and Organization Development
University of Louisville College of Education and Human Development

INTRODUCTION
Interest is growing in the challenges faced by both transitioning military members and their employers as increasing numbers of United States (U.S.) military service members transition out of the military and into the civilian workforce. In the largest of the U.S. service branches, the Army, current estimates are that over 110,000 Soldiers transition each year out of the Army and into civilian society (DMDC, 2016). One of the transitioning challenges that has been suggested as a concern for military transitioners as well as the employers and higher education institutions who onboard them is organizational cultural differences and the learning processes required to adjust to these differences (DeRamio & Jarvis, 2011; Minnis, 2014). Transitioning Soldiers may face a sense of anomie (Elliott, Gonzalez, & Larsen, 2011; Griffin & Gilbert, 2015; Kintzle et al., 2015), depending on the extent to which they perceive organizational cultural differences and support for adapting to these differences during their transition (Rausch, 2014; Robertson, 2013; Robertson & Brott, 2013; Schlossberg, 1981; Soergel, 2015). In particular, a recent study by Rose and colleagues (2017) suggested that the organizational citizenship behavior (OCB) (Organ, 1988) component so strongly embedded in military organizational culture and its HR management processes may be a cultural dimension with which transitioning service members experience adjustment challenges.

METHODS
Our investigation consisted of the following:

• We interviewed ten Soldiers who had transitioned from active duty service in the Army within the past five years. Two Soldiers, interviewed first, were identified who had recently completed the Army’s transition preparation program (SFL-TAP, 2017).
• A snowball sampling technique was used to identify the remainder of the interviewee participants based on referrals from the initial interviewees.
• Of the ten Soldiers interviewed, seven were from enlisted ranks (Sergeant Major, Master Sergeant, Staff Sergeant), and three were from officer ranks (Colonel, Major, Captain).
• Approximately half had served primarily in combat arms occupations, while the others had served primarily in support occupations.
• The interviews were transcribed, and an iterative process was used to analyze the data to look for themes addressing the research questions.
• We utilized the definitional themes of OCB – behaviors that are positive, extra-role, and voluntary – when analyzing the data, but were also interested in emergent themes. NVivo software was used as a coding tool.

SELECTED FINDINGS
Themes which emerged included:

• selfless service seen as an analogous concept to OCB
• selfless service seen as a pervasive value compelling OCBs in military but not civilian organizational cultures
• OCBs viewed with suspicion of ulterior motives by civilian coworkers
• search for meaning and purpose related to selfless service as an adjustment challenge.

While some participants reported grappling mightily with OCB cultural differences during their transition, others reported relatively easy adjustment processes. Those who reported more difficult adjustment processes focused more heavily in their discussion on challenges relating to cultural values, norms, and identity differences pertaining to selfless service and OCBs, while those reporting easier transition adjustments focused less on these factors and more on adjusting to surface norms in their new civilian organizations.

CONCLUSION
Future research is needed to explore factors affecting the military-to-civilian transition adjustment process, including individual factors such as career adaptability and career identity processes as well as support factors such as those identified in transition theory (Schlossberg, 1981). In addition, future research is needed to explore employers’ perspectives when onboarding transitioning service members. Implications for practice pertain to coaching, onboarding, and career exploration practices as well as other HRD mechanisms that may prove useful in addressing challenges faced by transitioning service members and their employers.

SELECTED REFERENCES
Minnis, S. E. (2014). A phenomenological exploration of combat veterans’ experiences as they transition to civilian employment using higher education as career development. College Station, TX: Texas A&M University Dissertation.

“Selfless service—I think that, you know, that’s one of those things that a lot of people talk about, but very few actually live.”

“Our personalities and the way that we were trained, and the way that we did things just doesn’t work well with a lot of the US civilian cultures out there.”
I. Introduction

• Facing new conditions and challenges of global and technological environments.
• The need for agile individual members who can not only perform but excel in these changing conditions is integral to an organization’s success.
• Learning agility is a vital competency at the individual and organizational level to solve various problems caused by the internal and external influencers of an organization.
• Hence, the need for connecting the learning agile with transformative learning in implementing organizational development initiatives is growing rapidly to develop future leaders.

II. Research Purpose

The purpose of this study is to establish a research model investigating the mediating role of learning agility on the relationship between organizational learning, transformative learning, and adaptive performance.

III. Variable Definitions and Research Hypotheses

<table>
<thead>
<tr>
<th>Variable</th>
<th>Literature Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Agility</td>
<td>Learning agility is a mental ability and willingness to learn from experience and subsequently, apply personal learning to successfully perform jobs and tasks under new or first-time conditions (Eichinger, Lombardo, &amp; Capretta, 2010). Learning agility motivates individuals striving to acquire knowledge, skills, and technical know-how. Learning agility is a primary indicator of high potentials, or for those who are identified as the future leaders of the organization.</td>
</tr>
<tr>
<td>Organizational Learning</td>
<td>The characteristics of learning agility meet the definition of double loop learning within organizational learning environments. Double-loop learning is about how and where individual learning meets organizational learning. It is more than fixing a problem; this style of learning involves questioning the underlying assumptions behind techniques, goals, and values (Argyris, 1978). As such, effective organizational learning through double-loop learning will create the environment needed for the learning agile employees to innovate and grow with the changing requirements of business.</td>
</tr>
<tr>
<td>Transformative Learning</td>
<td>Mezirow (1997) defined transformative learning as “the process of effecting change in a frame of reference” (p. 5). In transformative learning the four major components of the process include experience, critical reflection, reframing, and commitment.</td>
</tr>
<tr>
<td>Adaptive Performance</td>
<td>Adaptive performance can be defined as a person’s ability to adapt to changing work environments (Hesketh &amp; Neal, 1999). Pulakos et al. (2000) developed eight dimensions of adaptive performance including solving problems creatively, dealing with uncertain and unpredictable work situations, learning work tasks, technologies, and procedures, demonstrating interpersonal adaptability, demonstrating cultural adaptability, demonstrating physically oriented adaptability, handling emergencies, and handling work stress.</td>
</tr>
</tbody>
</table>

IV. Method

• We selected employees from a wide range of firms in South Korea as the population of the study.
• For data analysis and model testing, we will perform structural equation modeling (SEM) along with descriptive statistics, confirmatory factor analysis, and a common method bias test.

V. Research Framework

The Mediating Role of Learning Agility between Organizational Learning, Transformative Learning, and Adaptive Performance

References

Leadership Across Cultures: Empirical Study of a Staff Ride Tool for Developing Students’ Global Leadership Competencies During International Learning Experiences

Ann M. Herd, Ph.D., University of Louisville
Ralph Soule, Ph.D. George Washington University

Introduction

Interest has grown steadily in defining and developing current and future leaders’ global leadership competencies (GLCs) (Cumberland, Herd, & Alagaraja, 2016; Lokkesmoe, Kuchinke, & Ardichvili, 2016; Terrell & Rosenbusch, 2012). The dimensions underlying GLCs have been explicated by numerous scholars in a variety of ways, with a consensus on the importance of intercultural competence, flexibility, and a global mindset as being among the critical components (Bird, 2013; Javidan & Walker, 2012). Developing these competencies among current organizational managers and students in higher education settings has been studied as a topic of critical importance, with experiential avenues such as study abroad, short-term international learning experiences, global leadership assessment centers, international service learning, and other immersion abroad, short-term international learning experiences, global leadership development occurring in these venues, with researchers calling for incorporation of the “power of place” in students’ learning (Becker & Burke, 2012; Keller, 2002; Kiesling, 2005; McCarthy, 2001; Melvin, 2005; Robertson, 1987). With foundations in experiential and dialogical learning theories, staff rides promote leadership development through reflection and group discussion and incorporation of the “power of place” in students’ learning (Becker & Burke, 2014; Nissley, 2011; Zuber & Pfohl, 2015). The staff ride as a global leadership development tool consists of three phases: 1) preliminary study, 2) site visit, and 3) integration (Becker & Burke, 2012).

Specific Aims

The purpose of this study was to explore the use of an adapted staff ride assignment for developing students’ GLC development needs. One relatively unexplored avenue for developing students’ GLCs is the “staff ride,” a leadership development tool used for centuries by the military, and more recently by corporate education programs (Becker & Burke, 2012; Keller, 2002; Kiesling, 2005; McCarthy, 2001; Melvin, 2005; Robertson, 1987). With foundations in experiential and dialogical learning theories, staff rides promote leadership development through reflection and group discussion and incorporation of the “power of place” in students’ learning (Becker & Burke, 2014; Nissley, 2011; Zuber & Pfohl, 2015). The staff ride as a global leadership development tool consists of three phases: 1) preliminary study, 2) site visit, and 3) integration (Becker & Burke, 2012).

Method

In order to explore the efficacy of the staff ride for developing students’ GLCs, a staff ride assignment was developed and administered to 26 students during three study abroad courses to countries in Europe.

- Participants in the study were 26 students at a mid-sized research university located in southern-midwest United States who registered and participated in a staff ride abroad course entitled Leadership Development Across Cultures. The courses took place in Scotland, Ireland, and Portugal, and were scheduled around the UFHDR conference.
- The 26 students who participated in the three administrations of the course ranged in age from 21-62, with a median age of 34. Most (21) of the students were graduate-level students, while five were undergraduate students. The students also varied in their reported experience levels in leadership positions and international travel, with most (19) reporting holding a supervisory or mid-level management position at the time of the course, and most (17) reporting having traveled to two or more countries previously.
- The staff ride assignment required each student to design and facilitate all three phases of the staff ride. Prior to the trip, students posted the background information pertaining to the site, the leader and critical leadership incident to be studied, and 4-10 “powerful” critical thinking questions on which they would focus their site visit facilitation.

Discussion

More research is needed to rigorously evaluate the staff ride as a GLC development tool in both study abroad experiences as well as other organizational uses of the tool, along with research to more fully understand whether, how, and why the staff ride results in positive learning outcomes for leadership development.

Selected Findings

Themes and sample quotes which emerged from the analysis include the following:

**Theme: Transformative Moments.** Students reported that the dialogue during the staff rides led to transformative moments allowing them to shift their paradigm or see something differently, e.g.:
- “It caused me to not just think differently afterwards, but think differently in the moment. I don’t know that I totally switched to the other side (of colleagues’ perception), but I was able to figure out how to integrate those two thoughts into my initial perception.” (Learner 2)

**Theme: Increased Cultural Awareness.** Students reported gaining additional insights about the cultural dimensions studied in the course by applying these concepts during the dialogue of the staff ride, e.g.:
- “Let’s say we’re talking about indirect and direct (communication). So I might fall in (this dimension) a certain way and my colleagues might fall in a different way and we may initially have perceptions about each other based on our own feelings of directness. However, within the Staff Ride context to be able to put those perceptions and explain how they relate to leadership I think flushed it out, so it creates a bigger picture of the whole scale, direct/indirect, and how – you know maybe I’m less direct, I have a better appreciation now for someone who is more direct where I can understand where they’re coming from. So it increases my cultural awareness and cultural intelligence but at the same time, I’m learning about the leader (under study at the staff ride site) and I’m learning about my colleagues and I’m learning about myself.” (Learner 1)

**Theme: Teaching and HRD Insights in Designing and Facilitating the Staff Ride.** Students reported learning a great deal about using the staff ride as a development tool, in their role as staff ride designers and facilitators. In particular, they reported learning about the importance of allowing participants some ambiguity when providing background facts about the leader, situation, and site they were visiting.
- “[The ambiguous decision questions] were the points that really started and helped to facilitate the conversations to get people thinking about the leader, the leadership decisions and how they would act, and future implications.” (Learner 4)
**Assimilate but Resist: The Token Status of South Korean Women Leaders**

Jeun You (Yonsei University), Yoonjoo Cho (Indiana University), Heeyoung Han (Southern Illinois University School of Medicine), Minjung Kim (University of Minnesota), Sokyuun Yoon (Korea University), Schoon Kim (University of Minnesota)

**INTRODUCTION**
- The rarity of women in leadership positions in South Korea indicates women’s status as tokens.
- Kanter’s (1977) theory of tokenism - tokens: a minority group who comprises less than 15% of a group - the token status of women in the workplace negatively affected their social interactions.
- Three perceptual phenomena: visibility, contrast, (polariization), and assimilation.
- Previous empirical research in western contexts (Hekman, Johnson, Foo, & Yang, 2017; Lewis & Simpson, 2012; Lyness & Thompson, 2000; Yoder, 1991).
- No empirical studies in a Korean context.

**RESEARCH QUESTIONS**
1. How do Korean women leaders experience the token effect as Kanter described?
2. How does the social and cultural context affect their social status?

**RESEARCH METHODS**
- Conduct a secondary analysis of qualitative data
- Reanalyze a total 107 women leaders’ narratives collected in the previous research on Korean women leaders in the past three years
- Our participants included managers (team leaders), senior managers, executives, and CEOs as well as medical doctors in diverse sectors (73 in the corporate sector, 24 in academic medicine, and 10 in other sectors.).

**RESULTS**
- We found from data analysis that the interviewed women recognized their token status and had negative work experiences in their organization, though their low proportional representation allowed them to receive some benefits from organizations’ and government policies. Four themes emerged from this study including visibility, contrast, assimilation, and resistance. Each theme has coding categories and finalized codes.

**CONCEPTUAL FRAMEWORK**

**CONCLUSION**
- The increased proportional representation of women has led to changes in organizational and social awareness, and has consequently brought about a positive impact on women’s work experiences.
- However, many participants still spoke of negative experiences as tokens, though their increased number indicates they are no longer tokens in their organization.
- The male-dominated culture has remained, and some women leaders learned the dominant culture and drove other women to accept them. It appears that the token’s status and experiences do not just depend on numbers, but also relate to other factors; the token status is strongly associated with organizational and social culture.

**IMPLICATIONS**
- To improve the tokens’ status of women leaders in South Korea, we suggest presenting small wins, raising cultural consciousness, and emphasizing HR’s and government’s roles to disseminate relevant initiatives and programs.

**REFERENCES**

**DISCUSSION**
- Women leaders have experiences as tokens in the gendered workplace (visibility, contrast, assimilation), supporting Kanter’s tokenism theory.
- The importance of culture: Korean culture - male-dominated culture based on Confucianism and high power distance, surely plays a crucial role in women leaders’ token experience.
- The expanded concepts of visibility, contrast, assimilation, and norms of tokenism theory (visibility, contrast, and assimilation).
- Tokens perceive a distorted awareness rather than their proportional share of awareness in their work group or organization.
- The token status of women in the workplace negatively impacts their proportional share of awareness and visibility, contrast, and assimilation.

**RESOURCES**

**Table 2. Themes and examples of codes**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visibility</td>
<td>Tokens perceive a distorted share of awareness in their work group or organization.</td>
<td>Relatively larger organizational awareness, Delayed promotion or employment discrimination, Promotion pressure, Perfectionism</td>
</tr>
<tr>
<td>Contrast</td>
<td>Dominant groups exaggerate differences between tokens and non-tokens, undermining tokens’ stereotypes.</td>
<td>Limitations in jobs, Limited development opportunities, Isolation from the dominant group’s networks, Queens bee syndrome</td>
</tr>
<tr>
<td>Assimilation</td>
<td>Tokens conform to the distorted attributes to fit preexisting generalizations.</td>
<td>Acceptance, accommodation, and tolerance of the discriminatory situations, Identity crises, Mimicking the dominant groups’ behaviors</td>
</tr>
<tr>
<td>Resistance</td>
<td>Tokens refuse to accept the dominant group’s expectation and norms.</td>
<td>Rejecting the dominant group’s stereotypes of women, Creating new norms, Finding alternative strategies</td>
</tr>
</tbody>
</table>

**Table 1. Participants’ organizations and positions**

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Private</td>
<td>45</td>
<td>40.7</td>
</tr>
<tr>
<td>Public/Non-Profit</td>
<td>18</td>
<td>16.4</td>
</tr>
<tr>
<td>Academic Medicine</td>
<td>24</td>
<td>22.4</td>
</tr>
<tr>
<td>Position Top Leader (CEO, President)</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>Senior Manager</td>
<td>29</td>
<td>26.3</td>
</tr>
<tr>
<td>Manager</td>
<td>30</td>
<td>40.9</td>
</tr>
</tbody>
</table>

**RESEARCH PURPOSE**
- Examine Korean women leaders’ token status and their experiences in the workplace from the perspective of Kanter’s tokenism theory
- Research Questions
  1. How do Korean women leaders experience the token effect as Kanter described?
  2. How does the social and cultural context affect their social status?

**RESULTS**
- Conduct a secondary analysis of qualitative data
- Reanalyze a total 107 women leaders’ narratives collected in the previous research on Korean women leaders in the past three years
- Our participants included managers (team leaders), senior managers, executives, and CEOs as well as medical doctors in diverse sectors (73 in the corporate sector, 24 in academic medicine, and 10 in other sectors.).

**CONCEPTUAL FRAMEWORK**

- Visibility Theory
- Cultural Context of Korea
  - Male dominance
  - High power distance
  - Collectivism

**Korean women leaders’ token status and experiences**
The Chicken and Egg Conundrum: Satisfaction or Employee Engagement and Implications for HRD
Brad Shuck, Woocheol Kim, Dae Seok Chai.
University of Louisville
Korea University of Technology and Education
Western Michigan University

Background

Debate regarding the relationship between employee engagement and job satisfaction remains ardent in human resource development (HRD). Employee engagement is defined as “a positive, active, work-related psychological state operationalized by the maintenance, intensity, and direction of cognitive, emotional, and behavioral energy” (Shuck et al., 2017, p. 269), and satisfaction, a valuation of satiation “resulting from the appraisal of one’s job or job experiences” (Locke, 1976, p. 1300).

Scholars in HRD have discussed how these constructs are related (Shuck et al., 2013), including whether the two are unique enough to stand alone (Newman et al., 2011), or if one is a precursor to the other. For example, according to their variance decomposition, evidence that while satisfaction and engagement shared similar characteristics, they were, according to their variance decomposition, unique constructs. If satisfaction and engagement do stand alone, we wondered how the two develop in practice and whether one could be identified as a precursor to the other. Accordingly, our work aims to explore this conundrum by testing competing models.

Objective

Using nomological network-mapping, Shuck et al. (2016) provided evidence that while satisfaction and engagement shared similar characteristics, they were, according to their variance decomposition, unique constructs. If satisfaction and engagement do stand alone, we wondered how the two develop in practice and whether one could be identified as a precursor to the other. Accordingly, our work aims to explore this conundrum by testing competing models.

Methods

A survey-battery was deployed across 35 semi-independent units within a large, financial conglomerate located in the Midwestern United States. (N = 1,067; 62% response rate). Dillman et al.’s (2014) four-stage method was used for preparation. Employee engagement (EE) was measured using the 12-item Employee Engagement Scale (Shuck et al., 2016). The purpose of the Employee Engagement Scale was to measure employees’ engagement level with their job and work and was operationalized through three first-order factors: (a) cognitive engagement, (b) emotional engagement, and (c) behavioral engagement. Supportive management and role clarity were measured using 7-items from the Psychological Climate Measure (Brown & Leigh, 1996). Job satisfaction (JS) was measured a 3-item scale from Luthans et al. (2006) and turnover intention, JS was shown to develop as an antecedent to EE.

Results

Results showed that although chi-square difference tests were not statistically significant, M2-1C and M2-2C were ultimately selected for parsimonious reasons. No indications of improper solutions were identified. Results indicated that both models (M2-1C and M2-2C) had a non-nested relationship, thus non-nested model comparison was conducted. The values of RMSEA, ECVI, AIC, and CAIC in M2-2C were consistently lower than those in M2-2C, M2-2C (i.e., JS → EE) was found to adequately fit the data better than M2-1C (i.e., EE → JS, see Figure 4). In sum, results indicated that JS was a precursor to EE and, given the target of intention to turnover, experiences of JS develop prior to EE.

Conclusion

EE requires a target for manifestation, and given the target job attitude of turnover intention, JS was shown to develop as an antecedent to EE. That is, states of satiation (i.e., JS) proceed states of dynamic energy (i.e., EE). Practitioners should pay close attention to evidenced-based practices that empower employees and emphasize individual contributions such as opportunities for learning and career development.

Acknowledgments

This research was completed as a collaborative, international research project between scholars from Western Michigan University, the Korea University of Technology and Education, and the University of Louisville.

References

A Study Examining the Role of Mentoring on Self-perceived Employability among Korean Undergraduate Students

Yedam Ho| Human Resource Development| Doctoral Student
Heejun Yoon| Industrial and Organizational Psychology| Doctoral Student

Background
Mentorship occurs when a senior or more experienced individual takes an interest in and encourages a disadvantaged or less experienced individual (Rhodes, 2005). Psychosocial support and instrumental support are two distinct and reliable types of mentoring. Psychosocial support refers to mentor behaviors that provide a perception of competence and promote emotional and personal development of a mentee (Spencer, 2007; Tenenbaum, Corsby, & Gliner, 2001). Instrumental support can be defined as mentor behaviors that provide concrete and direct instructions to facilitate goal attainment of a mentee (Karcher, Nakkula, & Harris, 2005; Spencer, 2007). Studies have shown that self-perceived employability can predict many important career-related outcomes such as career maturity, career satisfaction, career advancement, and job attainment (Bozionelos, Kostopoulos, Heijden, Bozionelos, Hoyland, & Mikkelsen, 2016).

Purpose of the Study
• To provide overview of how psychosocial support and instrumental support differentially influence the self-perceived employability of individuals
• To examine the roles of moderating variables (experiential similarity, mentoring frequency, mentoring relationship length, demographic) on the relationship.

Research Questions
• Do instrumental support and psychosocial support differ in predicting self-perceived employability?
• To what extent do mentoring frequency, mentoring (relationship) length, and experiential similarity influence the contribution of instrumental versus psychosocial mentoring support in the enhancement of self-perceived employability for Korean students in the U.S.?

Method
• Data collection method: Single online questionnaire
• Participants: 200 Korean undergraduate students in the US who have a mentor
• Measures: Mentoring supports, self-perceived employability, mentoring frequency, mentoring (relationship) length, experiential similarity, and demographic information
• Analysis: Regression analysis

Expected Results
• The magnitude of relationship between instrumental support and self-perceived employability is larger than the magnitude of relationship between psychosocial support and self-perceived employability.
• Mentoring frequency and mentoring length positively moderate the relationship between mentoring support and self-perceived employability.
• A mentee who shares common interests in his/her academic field with a mentor would benefit greatly from the relationship.
• Experiential similarity strengthens the relationship between mentoring support and self-perceived employability.

Discussion
• Explain how different types of mentoring supports differentially influence the level of self-perceived employability of mentees
• Directly examine the moderating roles of mentoring frequency, mentoring length, and experiential similarity
• Propose ways to maximize the effectiveness of mentoring by matching mentors and mentees
• Propose ways to improve mentoring relationships by encouraging instrumental support
• Suggest ways to design mentoring programs for junior-level employees from diverse backgrounds

References
The emergent grit concept in contemporary literature is a developing construct in understanding why, given similar levels of intelligence and training, some people outperform others. Grit has been defined as:

- **Passion** – consistency of interest over time
- **Perseverance** – resilience in the face of obstacles and challenges

Despite its popularity and preliminary utility in explaining achievement, grit has not been explored within nonprofit organizations (NPOs). Development officers (DOs) in higher education are hired and trained to personally persuade donors to give philanthropic gifts, and DOs face frequent rejection in their roles. Understanding their lived experiences of grit is an important extension of what is known about this role within NPOs and what is known about grit in an applied context.

**BACKGROUND**

Current grit scholarship lacks an explanation for how passion and perseverance manifest in the lived experiences of individuals. Much of the previous research has been quantitative, so how individuals form and assign meaning to their goals and make decisions about persevering toward them has not been studied.

The overall purpose of this study will be to explore the lived experiences of grit by development officers in the higher education foundation context as these professionals develop and pursue their goals and process their obstacles and disappointments in the course of soliciting major gifts.

**PURPOSE OF THE STUDY**

This study used a qualitative phenomenological case study design within a private nonprofit institutionally-related higher education foundation in the Southwestern United States. Five participants were recruited to represent maximum variation in tenures, backgrounds, demographic characteristics, and job levels. Primary source of data was face-to-face interviews, which were audio recorded, transcribed verbatim, and checked by members for accuracy and completeness.

Data analysis began after the first interview and proceeded concurrently with ongoing data collection. Using thematic analysis, the transcripts were coded line-by-line, allowing data to inductively drive the development of codes. Themes were constructed from the codes and revised in an iterative process. Debriefing with a research advisor ensured thematic credibility.

**RESEARCH QUESTIONS**

1. **How do DOs think about their goals?**
   a) What do they feel about the congruence of their personal and professional goals?
2. **What is their experience of self-motivation toward their goals?**
3. **How do they generate narratives about persevering through rejection and challenges?**

**DATA COLLECTION & ANALYSIS**

Q1: DOs hold different perceptions of their passion and perseverance:
- Driven by role expectations (e.g. “It can be as simple and basic as your metrics and what you’re trying to achieve… in your role within the organization.”)
- Driven by mission (e.g. “To be part of an organization that mimics my values, I don’t think many people get to have that.”)

Q2: DOs felt their individual, innate traits and the job-related characteristics of their role were important aspects of motivation:
- Individual, innate traits (e.g. “I think it comes from my upbringing with my family.”)
- Job-related characteristics (e.g. “I want to put the best foot forward, because when I’m sitting in front of a donor, I am the University.”)

Q3: Overcoming rejection:
- Fundraising as separate from “self” (e.g. “To take ‘no’ personally is not a good thing.”)
- Optimistic mindset (e.g. “I try to be positive and look forward to the next discussion.”)
- Dialogue with peers (e.g. “You’ve got to sit down and talk through situations.”)

**RESULTS**

**KEYWORDS**

- Grit
- Goal Motivation
- Resilience
Introduction

**Purpose**
- To introduce VR and AR and illustrate how they are applied to training and development by providing historical development and various industry-wide examples

**Problem statement**
- Few scholars have reviewed how VR and AR can be used in Human Resource Development area; however, more attempts have been made to apply AR and VR to training in small businesses and education fields (García-Ruiz et al., 2011)

History and Concept

**History**
- 1960: HMD & Headsight
- 1987: a flight simulator
- 1997: the Sensorsama
- 1998: the term VR was coined
- 2012: Oculus Rift

**Concept**
- an immersive experience and interaction with a virtual environment through multimedia and sensorial interfaces’

**Virtual Continuum** (Milgram et al., 1994)

Applications

<table>
<thead>
<tr>
<th>Devices</th>
<th>Visual display device</th>
<th>Audio device</th>
<th>Haptic device</th>
<th>Olfactory device</th>
<th>Whole body device</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Attach to a user’s head for the visual representation</td>
<td>- To make brain engages in the illusion</td>
<td>- Utilize tactile sensations of hands or other parts</td>
<td>- olfactory information offers a full source of information in the virtual world</td>
<td>- Use kinetic stimulation for full body interactions</td>
<td>- Use sensory feedback for whole body performance</td>
</tr>
<tr>
<td>- Examples: HMD, Oculus Rift</td>
<td>- Examples: audio tools (by Oculus or KAI Tech.)</td>
<td>- Use external devices (vibration/electrostatic shock)</td>
<td></td>
<td>- Examples: bodysuits, vibration controller</td>
<td></td>
</tr>
</tbody>
</table>

Case Study

**Trends**
- Vibrant attempts to broaden the use of VR/AR into the HR training and education field (García–Ruiz et al., 2011)
- Boosting learners’ performance in T&D, and encouraging motivation, collaborative skills, and cognitive competencies

<table>
<thead>
<tr>
<th>Case Study</th>
<th>Converted commercial trucks to provide a mobile AR stopover training to enhance technicians’ knowledge and performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>L’OREAL</strong> Immersive and room-scale VR experiences to stroll around and observe a styling scene</td>
</tr>
<tr>
<td></td>
<td><strong>Loeser</strong> Train floor managers and workers through VR-based scenarios, including floor maintenance &amp; holiday rushes</td>
</tr>
<tr>
<td></td>
<td><strong>UPs</strong> Improve on-the-job knowledge through in-store experiences and address customer complaints</td>
</tr>
<tr>
<td></td>
<td><strong>SRAM</strong> Use VR tests for driver training, putting trainees in hazardous situations they might not otherwise experience in a real setting.</td>
</tr>
<tr>
<td></td>
<td><strong>Youth</strong> Enhance trainees’ ability to constantly scan roadways and be aware of potential hazards ahead by allowing trial and error in a safe, virtual environment</td>
</tr>
</tbody>
</table>

References


LEADERSHIP AND SUPPORTING THEORIES IN HRD LITERATURE

Research Question: What Theories Are Being Used To Describe, Support, and Test Leadership in the HRD Literature?

~15 Years AHRD Publications
Total of 162 Theories; 72 Leadership Theories, 93 Supporting Theories

LEADERSHIP THEORIES (Top 20, by rank)
1 Transformational Leadership
2 Emotional Intelligence
3 Skills/Trait Leadership
4 Situational Leadership
5 Authentic Leadership
6 Charismatic Leadership
7 Ethical Leadership
8 Leader-Member Exchange (LMX)
9 Relational Goal Theory
10 Affiliated Leadership
11 Direct/Indirect Leadership
12 Distributed Leadership
13 Entrepreneurial Leadership
14 Five Domains
15 Leadership Styles
16 Leadership Transition
17 Participative Theory
18 Path-Goal Theory
19 Servant Leadership
20 Team Leadership

TOP DESCRIPTORS FROM DEFINITIONS AND CONSTRUCTS

Leadership Theories Unique Contribution
- leaders
- leadership
- followers
- emotions
- behavior
- skills
- self
- managing
- motivation
- relationship
- ability
- influence
- development
- theory

Supporting Theories Unique Contribution
- intelligence
- task
- transformational
- ethical
- inspirational
- direction
- awareness
- social
- style
- individual
- works
- needs
- idealized
- personal

SUPPORTING THEORIES (Top Non-Leadership Theories, by rank)
1 Team/Team Learning
2 Engagement
3 Action Learning
4 Systems Theory
5 Change
6 Complexity
7 Social Cognitive Theory (SLT/SCT)
8 Culture/Organizational Culture
9 Appreciative Inquiry (AI)
10 Communities of Practice (CoP)
11 Organizational Learning (OL/LO)
12 Power
13 Social Network
14 Three Principles Psychology (TPP)

Presented By:
John R. Turner, Ph.D.
John.Turner@unt.edu
Rose Baker, Ph.D.
Rose.Baker@unt.edu
John Wood

UNT UNIVERSITY OF NORTH TEXAS
Introduction
What is our research about?
- To identify the factors that influence employees' interactions within the organization, and
- To understand why employees choose to or not to demonstrate cooperative behavior in knowledge and resource sharing situations.

Why does this matter?
- To apply effective strategic planning
- To improve organizational capability, which depends on knowledge sharing among different parts of an organization
- To build an effective knowledge sharing system which has not yet been achieved by a huge amount of investment

How will we do it?
- We will use the principles of prisoner dilemma to discuss how HRD professionals can develop different scenarios and predict possible outcomes in order to encourage employees to show more cooperative behaviors.

What are the expected outcomes?
We will be able to:
- a) Predict scenarios that show how employees behave and decide to interact and share knowledge and resource with others according to game theory and prisoner dilemma, and
- b) Identify the factors that might change the simple assumptions of game theory and influence employees' behavior and hence, change the outcomes of scenarios.

Organization of our study
First, we begin to understand what is cooperation as we present our definition. Second, we review prisoner dilemma and related scenarios. Third, we explore responsive theories underlying HRD.

Cooperation
In terms of psychological motives of the participants
- “The act of working together to one end”

In terms of social relations and situations
- “A situation is cooperative if the goals of participants are positively related to each other but is competitive if the goals are negatively related to each other in terms of psychological motives.

In terms of actual or perceived goal relationships
- “A functional system of activities of two or more persons”

In prisoner dilemma research
- “An act that maximizes the interest of the other (as an individual or as a collective) and define defection as an act that maximizes self-interest.

Our definition
- “Individuals’ actions, efforts, and motivations in any given social situations to create mutual beneficial relationships in which the interest of the individual (or group of individuals) will be maximized”

Prisoner Dilemma (PD)
Background
In PD, participants have the possibility to choose between cooperative or defective (egocentric) actions. The main point in this game is to analyze which of the two options is the most profitable for a rational player.

PD is usually presented to experimental subjects in the form of a 2 x 2 matrix, whose rows, C1 and D1, represent one player's choices, while the columns, C2 and D2 represent the choices of the other. The choices are usually made independently. Thus, the four cells of the matrix correspond to the four possible outcomes of the game: C1C2, C1D2, C2D1, and D1D2. Each cell displays two numbers, the first being the payoff to Row, the player choosing between C1 and D1, the second the payoff to Column, who chooses between C2 and D2. For instance:

Table 1: Prisoner dilemma’s payoff table

<table>
<thead>
<tr>
<th>Player</th>
<th>Player</th>
<th>Payoff</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>D1</td>
<td>10</td>
</tr>
<tr>
<td>C1</td>
<td>C2</td>
<td>0</td>
</tr>
<tr>
<td>D1</td>
<td>C2</td>
<td>-5</td>
</tr>
<tr>
<td>D1</td>
<td>D2</td>
<td>-2</td>
</tr>
</tbody>
</table>

Scenarios
Scenario 1: Always cooperate
- Scenario 2: Always defect
- Scenario 3: One party defects and the other side starts defecting
- Scenario 4: Tit-for-Tat strategy
- Scenario 5: Win Stay-Lose shift

Theories
The theory of kin selection (Hamilton 1964a,b)
- “If a helper gene causes its carrier to provide a benefit to others at a cost to itself, then the frequency of the helper gene only increases if the benefits fall sufficiently often to other carriers of the gene”

Profit sharing Theory (Weitzman, 1984)
employers have an incentive to ‘share’ their profits with employees, because in this way total compensation becomes more flexible.

Factors influencing Cooperation
- Payoffs to cooperation
- Costs of cooperation
- Intrinsic & Extrinsic motivation
- Personality
- Job autonomy
- Task identity
- Feedback
- Supervisory and peer support

Interventions
- Modify payoffs/costs/number of players in a team, based on the behavior of a team
- Increase the iteration of games (possibilities of cooperation)
- Adjust arrangement of a team, based on the interconnection of players

Conservation of resources theory (COR) (Hobfoll and Freedy, 1993)
COR specifies that many parameters, both objective (e.g. money, a home) and psychological (e.g. self-esteem, social support), can be considered as personal resources

Making Prisoner Dilemma Work for HRD: A Cooperation Tool in Scenario Planning
Nima Khodakarami*; Fatemeh Rezaei*; Mehrangiz Zadegh Abadi
Texas A&M University

* Correspondents’ Email
nima@tamu.edu
faem@tamu.edu
# Training Subsidies for the US Labor Market in Comparison to Portugal’s ESF Assistance Case

**Dr. Danielle Dimitrov** and **Dr. Eduardo Tome**

The George Washington University and Universidade Européia, Lisbon, Portugal

## Background of Study

Following Tomé’s (2012) future research recommendations, this paper aims to compare the European Social Fund’s (ESF) patterns of affecting the dynamics of training supply and demand in Portugal with other cases of training and development (T&D) international and domestic support. The study will examine and compare the US and Portugal’s T&D markets on the existence of any federal, international, and non-government organizational support. The main T&D institutions in both countries will be reviewed and compared in terms of their overall influence on the supply and demand of training in each respective economy.

## Research Questions 1 and 2

1) Which are the main T&D institutions in the US and Portugal?
2) What domestic government support (federal, state, and local), in the form of direct financial and governing policy assistance, as well as indirect tax alleviations and benefits, do the training sectors in the US and Portugal possess?

## Research Question 3 and 4

3) Are there any international funds supporting the US training sector in any industry, as compared to Portugal’s ESF assistance?
4) How are the domestic and international subsidies and alleviations affecting the US training market in comparison to ESF’s impact on training in Portugal?

## More Literature Review

Consistent with the Liberal Welfare State definition (Ferrera, Hemerijck, & Rhodes, 2000), the US training sector relies primarily on private support coupled with Federal Government and State provisions. The latter are targeted for the workforce, especially for civil servants, and include vocational education for the disadvantaged, skill acquisition, qualification improvement training, teamwork dynamics management, and quality control. Based on Tomé (2005), we assume that the US T&D system ranks among the liberal types in which the private intervention is prevailing and the public presence limited, but well-controlled and evaluated.

The literature streams to be further explored in this study are: US T&D legislature; US government entities partnering with the training field; main institutions involved with T&D in Portugal; the European Union’s (EU) role in supporting Portugal’s training sector; as well as the World Bank’s and the United Nations’ possible involvement.

## More on Methods

The latter will be followed by a brief economic analysis, as in Tomé (2012), where a basic economic model was applied to several variables: monetary investment in training programs, people resources, impact of investment, absorption, supply and demand for training, and the role of the state.

## References


## Contact Information

Dr. Eduardo Tome
Eduardo.tome@clix.pt

Dr. Danielle Dimitrov
dimitrov@gwu.edu
Research Questions:

1. To what extent do Vietnamese employees and Western employers differ with respect to their work-related values?
2. To what extent do Vietnamese and Western employers differ with respect to their work-related values?
3. To what extent do Vietnamese employers and employees differ with respect to their work-related values?
4. To what extent do Vietnamese employees working in Western and Vietnamese companies differ with respect to their work-related values?

Aims of research:

to examine the differences in work-related attitudes: sense of time, participation in higher managers’ decision-making, open relationship with higher managers, face-concern, accountability and autocratic versus work-performance orientation between Western employers and Vietnamese employees and provide suggestions for cross-cultural training programs both at intercultural workplace context and at higher education.

Results

The findings showed that Western employers exhibited higher mean scores than Vietnamese employees in all work-related values, which is related to both cultural differences and position in a company. Sense of time and face-concern are the two prominent differences between Western and Vietnamese professionals.

Email: t.t.q.tran@iclon.leidenuniv.nl
     ttqtran@ctuet.edu.vn
The quality of governmental services and public policies are closely related to the knowledge, and skills which are required to implement a certain task or responsibility (i.e., deputy directors), who work in the Korean Ministry of Education (MOE) respectively. Highlighted is the development of a strategic HRM system.

**Research Method**

To develop the key competencies of the MOE officials, this study proceeds in three phase; 1) Theoretical Competency Modeling with LR and FGI, 2) Validating the Model with IPA, and 3) Completion of the Model with AHP.

**Figures**

**Figure 1. Key Competencies of MOE Officials**

**Figure 2. The LEM for officials in headquarters of MOE**

**Table 1. The AHP result for MOE Officials**

**AHP Result on the Competency Model**

According to the result of AHP suggests that, in case of middle-level managers in headquarters of MOE, the weighted value of the Cognitive (.351) and Management (.333) dimensions are appeared as relatively high among others. In detail, it indicates that these may be given to key competencies of C1, C2, and C4 for them. While the weighted value of four categories for officials in national universities distributed evenly, Management (.294) and Relationship (.285) dimensions reflect comparatively high value. In terms of key competencies, it addresses that the weighted value should be given to key competencies of C1, C7, and C10.

The differences of the result demonstrate that the competency modeling should be developed with thorough consideration of the specific organizational settings such as organizational culture, internal demand to be satisfied, and so on (Jun & Lappin, 1995).

**Conclusions**

First, this study shows that perceptions both on the importance and practical application of each competency differ by the different role expectations and working conditions between the groups (i.e., headquarters of MOE is planning-oriented and national universities are the implementation-oriented organization).

In addition, in terms of HRD, the competency model could be a useful tool providing a common language in addressing desired performance indicators. For instance, it is promoted as a means for helping achieve optimal succession planning and training and development functions by identifying current areas of strengths and/or weaknesses.
Developing Authenticity in Women's Leadership
Yoshie Tomozumi Nakamura, Ed.D.
Columbia University

1. Background and Problem
Women's work status and their participation in management changed significantly in the past few decades (Seo, Huang, & Han, 2017). Increasingly corporations are focusing on developing women leaders. However, women are still underrepresented at executive and board positions. According to a gender-diversity index of Fortune 1000 companies in 2015, women make up only about 19% of corporate directors across all industries (Chakaradhar, 2017). Women leaders need to strive to realize purposes, enhance confidence, and remain optimistic despite such complex challenges.

Authentic leadership has gained increasing attention from scholars (Christo-Baker & Wilbur, 2017; Liu, Cutcher, & Grant, 2015). Authentic leadership researchers emphasize the importance of increased self-awareness, in depth understanding of own strengths and weaknesses, and consistency between values and actions so that leaders can manage the challenging conditions that they face in their organizations (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008).

However, authentic leadership research has been gender-neutral (Hopkins & O’Neil, 2015; Liu, Cutcher, & Grant, 2015). In fact, there is limited research that examines the ways in which authenticity is developed from a women’s leadership perspective.

2. Purpose and Questions
The purpose of this exploratory case study is to better understand the impact of a women's leadership program in developing authenticity in leadership. More specifically, the researchers hope to uncover how and what aspects of the program impact women's authentic leadership development.

Research questions:
• How, if at all, does an in-person women’s leadership development program impact women participants in developing authentic leadership?
  – How, if at all, are women transformed through the discovery of one’s authenticity in leadership via self-awareness and networking with peers beyond their organizations?
  – How, if at all, do the aspects of individual and collective reflective activities impact women participants’ authentic leadership development?

3. Conceptual Framework
The conceptual framework proposed helps explain how and what elements are influencing women’s authentic leadership development. Elements Facilitated by Attending the Program Through:
  a. Individual Reflection
  b. Collective Reflection
  c. Experiential Learning

4. Methods and Sample
This study targets executives who attended a non-degree women's leadership development program in 2017 at a university.

The methods include:
  a. Individual telephone interviews
    i. Focus on the particular episodes and stories of the participants' leadership experiences in their professional life and the discoveries that formed what they stand for as a leader.
    ii. The application of their core values to their leadership challenges during and after the program will be evidence of the impact of their learning.
  b. Field observation (2017 Fall program)
  c. Archival data (pre-program survey, application, post-program evaluation, and program materials)

5. Preliminary Findings
Key themes emerged from the data analysis:

a. Pre-Program
   Perceived Support Factors and Barriers in Developing Women’s Authentic Leadership
   Support Factors
   • Executive Coaching
   • Funding
   • Senior Leadership Support
   • Mentoring
   • Leadership Programs
   • Flexible Work Hours

   Barriers
   • Authentic Self vs. Navigating the Leadership Maze
   • Lack of Self-Confidence in Leading
   • Limited Bandwidth (and Influence) in Growth
   • Time Constraints
   • Lack of Mentors
   • Supervisor’s Management Style
   • Difficulty in Asking for Help

b. Post-Program
   The Program's Impact on Developing Authenticity in Women's Leadership
   • Strong Voice & Presence
   • Increased Confidence
   • Assertive
   • Develop others
   • Strategic
   • Influential and Persuasive
   • Changing Culture
   • Growth Opportunities

Leading Self
Leading Others
Leading Organization

Yoshie Tomozumi Nakamura, Ed.D.
Columbia University

Jennifer Goez
Columbia University
Blended Mentoring: Definition and an Adaptable Model

D. Wood, S. F. Hassan

Abstract

Research problem: To analyze the different types of mentoring methods and propose an effective model of blended mentoring that can be used in various educational settings.

Abstract: This study is an integrative literature review to analyze the different approaches of mentoring methods and propose an effective and adaptable model of blended mentoring that can be used in various educational settings. The main focus of this study has been the different forms of mentoring used in educational settings, strengths, and limitations of the different forms of mentoring, definition of blended mentoring, different approaches of blended mentoring, and its benefits. Based on the literature review, this study proposes a model of blended mentoring and suggests opportunities for future research.

Background: Traditional and e-mentoring have their limitations of use. Strict adherence to electronic or face-to-face mentoring decreases effectiveness of mentoring. (Cheng, 2013). Blended mentoring provides the solution to overcome the shortcomings of both methods and gives a wholesome solution for providing effective mentoring.

Literature Review

Traditional Mentoring
- Traditional mentoring refers to age old relationship of advice and counseling between a novice and an expert. (Lumpkin, 2011; Esgi, 2011; Bierema & Merriam, 2002; Rowland, 2012)
- It involves face to face mentoring mainly where mentor is responsible for academic, career, or psychosocial support of the protégé. (Taheri & Shekarchian, 2008; Bierema & Hill, 2005)
- The relationship can be voluntary or prescribed.
- It has limitations: temporal and space inflexibility, scheduling constraints, limited interaction and communication barrier for just-in-time need. (Rowland, 2012; Cheng, 2013; Thompson, Jeffries, & Topping, 2010)

E-Mentoring
- “E-mentoring where technology fully mediates the relationship between the mentor and protégé.” (Needy, Cotton, & Neely, 2017)
- It involves mentoring mainly through internet which may include use of LMS. (Single & Muller, 2001)
- The relationship can be voluntary or prescribed.
- It has limitations: lacks richness of communication, no body language cues, appears impersonal, recorded communication leads to privacy issues, lack of clarity specifically in case of different first language role-modelling is less effective. (Hamilton & Scandura, 2003; Bierema & Hill, 2005; Scandura & Pellegrini, 2007, Esugi, 2011; Cheng, 2013; Rowland, 2012)

Blended Mentoring
- It is commonly referred to as combining of face to face and online communication for mentoring, (Thompson, Jeffries, & Topping, 2010)
- We base our definition on Kram’s 1985 definition of mentoring that defines mentoring as a “relationship between a younger adult and an older, more experienced adult [who] helps the younger individual learn to navigate the adult world and the world of work” (Allen, Eby, Potetz, Lentz, & Lima, 2004, pg. 127).
- Blended mentoring can be defined as ‘a relationship between a novice practitioner and an expert practitioner who helps the novice practitioner learn to navigate the professional world for which he exhausts several means of communication besides having face to face meetings.’
- It is to be noted that some extent of face-to-face communication is of utmost importance as it helps mentors and protégés form a relationship (Holmes et al., 2005; Allen et al., 2004).
- Strict adherence to electronic or face-to-face mentoring decreases effectiveness of mentoring. (Cheng, 2013)
- It is also important that face to face interaction is made possible at the early stages of mentoring so that the protégés are able to relate to their mentors from early on. Thompson et al. (2010)

Proposed Model

- It is important to establish an ideal blend of communication channels which harness the benefits of blended communication and do away with the constraints of traditional face-to-face mentoring.
- Lumpkin’s (2011) model of mentoring has been adapted for this model. Lumpkin’s model takes several aspects of the design, development, and evaluation aspects of the mentoring relationship into consideration as it also takes into account several studies and their recommendations.
- If designed properly and applied skillfully, according to the needs of protégés, a blended approach can strike the right balance between communicative needs of the protégé and the guidance potential of mentors.

Adaptability: The proposed model is a fluid one that can be adapted for any field of study or profession and can be used for any type of mentoring (formal, informal, peer, group, team mentoring etc.). It aims at providing a systematic model a mentoring program.

Future Research: Future research can explore effectiveness of blended mentoring and its limitations, effectiveness of this model for different types of mentoring or for different professions. An interesting area to explore will be effectiveness of blended mentoring for different generations (X, Y, and Millennials).
MOOCs for Career Development of Marginalized Populations

Rose Baker (rose.baker@unt.edu)
University of North Texas

Malarvizhi Hirudayaraj (mvhdss@rit.edu)
Rochester Institute of Technology

Objective
Explore the use of open learning content and tools to support professional development of marginalized populations such as prisoners, refugees, and veterans.

Marginalized Populations in our Study
- Prisoners
  - Pre-release
  - Post-release
- Refugees
  - After dislocation
  - After relocation
- Veterans
  - Before separation
  - After separation

Why Marginalized Populations
- Groups with distinct challenges
- Not part of the mainstream
- Disadvantaged in some way
- Relegated to the fringe of society
- Subject to discrimination
- Educational needs
- Various levels of education
- Different work experiences
- Interests
- Goals

Demystify Problems using Technology
- MOOCs
  - Use of the platforms for dissemination
  - Educational tools for use within HRD
  - Other ways of knowing and thinking
  - Disassociate the distraction and extraneous information
- Algorithms
  - Machine learning
    - How to get from A to B
    - Decision trees
  - Artificial intelligence in the learning environment
    - Unsupervised learning
    - Semi-supervised learning
    - Reinforcement learning with Agents
      - State
      - Reward
      - Action

Research Design
- Rapid review
  - Assessed quality and type of literature
  - Determined direction of future work
- Systematic review
  - Examined prior research
  - Reviewed governmental policies
  - Conducted informal discussions with knowledgeable people
- Critical review
  - Evaluated recommendations within literature and policies
  - Hypothesized solutions
  - Developed model for implementation

Model
- Technology
  - Adaptations
  - Algorithms
- Method
  - Educational program delivery
  - Accessible
- Goals
  - Of the learner
  - Of the educational materials
  - Requirements
  - Ways of knowing
- Learner
  - Prior knowledge
  - Time
  - Commitment

Human Resource Development Implications
- Educational tools for use within HRD
- Other ways of knowing and thinking
- Disassociate the distraction and extraneous information
- Primary focus on the problem at hand
- MOOCs need modified
  - Access - not available inside prison or without WiFi
  - Various levels of time commitment
  - Starting level – not always need to start at beginning
  - Prior attainment of qualifications and skills
- Social environment
  - Concept of military or location family
  - Safe alternatives
  - Cultural context of civilian world or new location

Selected Publications

9. Rose Baker (rose.baker@unt.edu) Malarvizhi Hirudayaraj (mvhdss@rit.edu)
LEARNING TRANSFER FOR EMPLOYEES WITH ADHD
Janice Chretien
The University of Texas at Tyler

Abstract
The purpose of this poster is to test the multivariate relationship between the training-general domain factors of the Learning Transfer Inventory System (LTIS; version 4) and the Attention Deficit Hyperactivity Disorder (ADHD) subtypes: inattentive and hyperactivity/impulsivity utilizing the World Health Organization’s Adult ADHD Self-Report Scale-v.1.1 System Checklist (ASRS). The findings from this study will confirm a statistically and practically significant multivariate relationship between learning transfer and Attention Deficit Hyperactivity Disorder.

Importance to HRD
Definition: “Attention-deficit/hyperactivity disorder (ADHD) is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development” (National Institute of Mental Health, 2016). Common symptoms include impulsiveness and disorganization; challenges with prioritizing, time management, focusing on tasks, follow through, planning, completing tasks, and coping with stress; restlessness; minimal frustration tolerance; regular mood swings; and irritability (Mayo Clinic, 2018).

• An estimated 16.4% of the adult population meets the requirements for a broad diagnosis of ADHD (Faraoone & Biederman, 2005).
• Adults who experience ADHD symptoms have higher job turnover, less job satisfaction, and lower career achievement than their non-ADHD counterparts (Painter, Prevatt, & Welles, 2008).
• The learning environment, instruction style, and delivery influence learning outcomes for learners with ADHD.
• Theoretically, this study considers learning transfer a contributing factor to workplace challenges for employees with ADHD.

Methodology
Data was collected using five factors (i.e., performance coaching, resistance to change, performance self-efficacy, transfer effort, performance expectation) from the training-general domain of the LTIS short version to measure learning transfer (Bates, Holton, & Hatala, 2012) and the ASRS to measure the inattentive and hyperactivity subtypes of ADHD (Kessler et al., 2005).

A correlation survey design was applied to study the relationship using responses from a sample of employed, English speaking MTurk (an online survey distribution service) workers born before 1999. The survey yielded 201 usable responses; an adequate sample size for this study to bring forth reliable and statistically significant outcomes (Henson and Roberts, 2006).

Theoretical Model
Canonical Correlation
The canonical model that resulted from simultaneously correlating ADHD and learning transfer yielded two canonical functions of 0.2461 and 0.04256 respectively. Function 1 was statistically significant using the Wilk’s λ = 0.721 criterion, χ²[10] = 63.856, p < .001. Function 2 (which is the only function tested in isolation) was also statistically significant, Wilk’s λ = .957, χ²[4] = 8.515, p < .001.

Canonical Solution for Relating ADHD and Learning Transfer for Functions (F) 1 and 2

<table>
<thead>
<tr>
<th>Variable</th>
<th>F1: Hinders Learning Transfer</th>
<th>F2: Encourages Learning Transfer</th>
<th>Coeffs</th>
<th>r²</th>
<th>R²</th>
<th>k² (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inattentive</td>
<td>-0.37</td>
<td>-0.87</td>
<td>75.44</td>
<td>-1.37</td>
<td>-0.50</td>
<td>24.56</td>
</tr>
<tr>
<td>Hyperactive</td>
<td>-0.70</td>
<td>-0.97</td>
<td>93.20</td>
<td>1.23</td>
<td>0.26</td>
<td>6.80</td>
</tr>
<tr>
<td>PC</td>
<td>0.20</td>
<td>0.32</td>
<td>10.11</td>
<td>0.05</td>
<td>0.30</td>
<td>9.28</td>
</tr>
<tr>
<td>RC</td>
<td>0.87</td>
<td>0.93</td>
<td>86.53</td>
<td>-0.28</td>
<td>-0.28</td>
<td>8.05</td>
</tr>
<tr>
<td>TE</td>
<td>0.07</td>
<td>0.33</td>
<td>10.67</td>
<td>-0.15</td>
<td>0.37</td>
<td>13.42</td>
</tr>
<tr>
<td>SE</td>
<td>0.35</td>
<td>0.32</td>
<td>10.44</td>
<td>0.95</td>
<td>0.94</td>
<td>88.42</td>
</tr>
<tr>
<td>PE</td>
<td>0.06</td>
<td>0.16</td>
<td>1.79</td>
<td>0.12</td>
<td>0.60</td>
<td>35.65</td>
</tr>
</tbody>
</table>

Note: Coef = standardized canonical function coefficient. Structure coefficients (r) greater than 50 are underlined. r² = squared structure coefficient. R² = canonical correlation coefficient. Communalities coefficients (k²) greater than 45% underlined. PC = performance coaching; RC = resistance to change; TE = transfer effort; PE = performance expectation.

Discussion
1. The results of this study suggest that HRD practitioners should explore learning transfer as an intervention to reduce job turnover, increase job satisfaction, and encourage career goal achievement for employees with ADHD.
2. The study of employees with ADHD will equip practitioners with the skills to recognize and understand the symptoms of ADHD in employees. Practitioners will be empowered to accommodate the needs of ADHD employees and as a result, organizations and employees will benefit from improved learning transfer which will:
   • Increase productivity, time management, and increased job satisfaction.
   • Reduced employee turnover.
   • Risk management will result in a reduction of operational expenses.

Descriptive Statistics
Exploratory factor analyses (EFAs) were performed separately for the two instruments to test construct validity. Based on the results of both EFAs, scale scores and descriptive statistics were calculated based on the original set of items, after removing A9 from the inattentive factor of the ASRS instrument.

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PC</td>
<td>0.88</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. RC</td>
<td>-0.20</td>
<td>0.84</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. TE</td>
<td>0.16</td>
<td>0.17</td>
<td>0.74</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. SE</td>
<td>0.20</td>
<td>0.02</td>
<td>0.52</td>
<td>0.72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. PE</td>
<td>0.35</td>
<td>0.04</td>
<td>0.54</td>
<td>0.58</td>
<td>0.71</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. AD</td>
<td>0.11</td>
<td>-0.37</td>
<td>-0.18</td>
<td>-0.24</td>
<td>-0.12</td>
<td>0.89</td>
<td></td>
</tr>
<tr>
<td>7. HD</td>
<td>0.17</td>
<td>-0.46</td>
<td>-0.14</td>
<td>-0.10</td>
<td>-0.03</td>
<td>0.71</td>
<td>0.87</td>
</tr>
</tbody>
</table>

M | 3.4 | 3.1 | 4.3 | 4.0 | 4.0 | 2.6 | 2.5 |
SD | 0.97 | 1.04 | 0.56 | 0.64 | 0.65 | 0.77 | 0.73 |

Now. Coefficient alpha reported on diagonal. AD = inattentive; HD = hyperactive

References
Hypothesis in HRD: Problems and Solutions

Janice Chretien | Thomas E. Kramer | Kim Nimon
The University of Texas at Tyler

**Canonical Correlation**

There is a multivariate relationship between measures of organizational commitment (affective, normative, and continuance) and job engagement (cognitive, emotional, physical).

- Test Statistic: $F$, $\chi^2$
- Effect Size: $\lambda$
- Additional Statistics: $df$, $Ms$, $SDs$, $as$, $rs$

**Multiple Analysis of Variance (MANOVA)**

There is a multivariate mean difference on physical, emotional, and cognitive engagement by intervention group.

- Test Statistic: $F$, $\chi^2$
- Effect Size: $\lambda$
- Additional Statistics: $df$, $Ms$, $SDs$, $as$, $rs$

**Multiple Analysis of Covariance (MANCOVA)**

There is a statistically and practically significant mean difference on post-training physical, emotional, and cognitive engagement scores by intervention group controlling for pre-training physical, emotional, and cognitive engagement.

- Test Statistic: $F$, $\chi^2$
- Effect Size: $\lambda$
- Additional Statistics: $df$, $Ms$, $SDs$, $as$, $rs$

**Discrete Discriminant Analysis (DDA)**

There is a multivariate mean difference on physical, emotional, and cognitive engagement by intervention group.

- Test Statistic: $F$, $\chi^2$
- Effect Size: $\lambda$
- Additional Statistics: $df$, $Ms$, $SDs$, $as$, $rs$

**Regression**

There is a relationship between measures of engagement (physical, emotional, and cognitive) and discretionary effort.

- Test Statistic: $r$, $F$
- Effect Size: $r$, $R^2$
- Additional Statistics: $df$, $Ms$, $SDs$, $as$, $rs$

**Analysis of Variance (ANOVA)**

There is a statistically and practically significant mean difference on post-training leadership effectiveness score by management level.

- Test Statistic: $F$
- Additional Statistics: $df$, $Ms$, $SDs$, $as$

**Analysis of Covariance (ANCOVA)**

There is a statistically and practically significant mean difference on post-training leadership effectiveness scores by intervention group controlling for baseline leadership effectiveness scores.

- Test Statistic: $F$
- Additional Statistics: $df$, $Ms$, $SDs$, $as$, $rs$

**Pearson’s $r$**

There is a relationship between job engagement and discretionary effort scores.

- Test Statistic: $r$, $F$
- Additional Statistics: $df$, $Ms$, $SDs$, $as$

**Chi-square**

There is a statistically significant association between management level and HiPo designation.

- Test Statistic: $\chi^2$, $r$, $F$
- Additional Statistics: $df$, $Ms$, $SDs$, $as$