

HRDK

Human Resources Development
Service of Korea



academy of human resource development

CALL FOR SUBMISSIONS

**GLOBAL HUMAN RESOURCE DEVELOPMENT CONFERENCE &
23RD ASIAN AHRD INTERNATIONAL RESEARCH CONFERENCE**

By THE HUMAN RESOURCE DEVELOPMENT KOREA &
THE ACADEMY OF HUMAN RESOURCE DEVELOPMENT



CONFERENCE INFORMATION

The Human Resource Development Korea (HRDKorea) is pleased to host the joint conference: Global HRD Conference 2024 & the 23rd Asian AHRD International Research Conference, “the Conference” hereafter (In-person only) in Ilsan/Seoul, South Korea from Sep 29 to Oct 3, 2024.

The Call for Submissions for the Conference is now officially open. We cordially invite contributions until the specified deadline. For the submission process, all manuscripts or session proposals intended for review by a division, special interest group, or committee must be submitted via the specified form. We urge potential contributors to thoroughly examine the Call for Submissions document, as it delineates crucial details pertaining to the conference and the prerequisites for submissions.

Guidelines for Submission:

1. Review the Call for Submissions document
2. Submit your scholarly work by uploading it to the Google Forms (<https://forms.gle/tWCCYnDHNwbHPyXy8>)
3. Ensure to obtain **confirmation of your submission**. It is imperative to receive this acknowledgment; in the absence of such confirmation, we recommend a review of your submission process

We extend our sincerest gratitude for your interest in contributing to the Conference. Should you have any questions or require further clarification, please do not hesitate to reach out to us via email at 2024asianahrdconference@gmail.com

IMPORTANT NOTES, DATES, AND DEADLINES

February, 2024	Call for Submissions
April 21	Submission deadline
May 13	Decision notifications to authors
Sep 29 – Oct 3	Conference Dates

SUBMISSION TRACKS

The Conference accepts manuscripts of original research that has not been published elsewhere. Researchers and scholar-practitioners from academic, governmental, and enterprise fields are invited to contribute papers related to HRD. The tracks will consist of themes below:

- Leadership, Strategy, and Engagement
- Organization Development, Performance, and Change
- Workplace Learning, Training, and Career Development
- International, Global, and Cross-Cultural Issues
- Educational Technology, AI, Virtual HRD, and Analytics
- Critical, Social Justice, and Diversity Perspectives in HRD
- Non-Refereed/Scholarly Practitioner Research

SUBMISSION GUIDELINES

The official language for this international conference is English. The refereed session submissions are blind peer reviewed. **Please be sure to remove all author-identifying information from the uploaded document that is submitted for review, including acknowledgements, since this is the document that the reviewers will be reading.**

Criteria for evaluating submissions include the followings:

- Significance of the research problem and/or theoretical conceptions
- Relevance and thoroughness of literature review and/or conceptual framework
- Clarity of research questions, purpose, and/or hypotheses
- Appropriateness and justification of the research design and methods
- Rigor and robustness of data collection and analysis methods:
- Quality of reporting of results and discussion
- Appropriateness of conclusions and/or recommendations
- Contributions to HRD
- Overall clarity and quality of writing

Submissions are to be made to one or more of the following categories:

1. Refereed Full Manuscript

Length	6,000 words or fewer (including references)
Title page	Do not include author(s) names, institutional affiliation.
Abstract	200 words or fewer
Keywords	List three keywords (maximum)
Sample paper	Appendix A, B
Presentation	Individual presenters will be allocated 15 minutes

Note. During submission, authors must decide whether to include only an abstract or the full manuscript in the Conference Proceedings. This choice is to be finalized at the point of initial manuscript submission and is irrevocable.

2. Refereed Posters

Title	Do not include author(s) names, institutional affiliation.
Abstract	750 words or fewer (excluding references)
Keywords	List three keywords (maximum)
Sample paper/	Appendix C, D
Presentation	Posters will be grouped together to share a 90-minute session.

If the poster submission is accepted, authors will resubmit the poster abstract with necessary revisions. The poster abstract must be resubmitted with author information on the cover page. Titles and abstracts for the Poster Session will appear in the Conference program and the 750-word abstracts will appear in the Conference proceedings.

3. Non-Refereed Submissions

Length	1,000-2,000 words maximum (including references)
Title Page	All presenters must be listed in the submission.
Abstract/description	100 words or fewer
Keywords	List three keywords (maximum)
Detailed description	<ul style="list-style-type: none">• Substantiation of the session's need• Description of the various perspectives offered by each participant/facilitator that includes an explanation of how their perspectives will add to the discussion• Review of the session's purpose, design and approach that will include an outline of the session's organization and timeline.• Description of how the session contributes towards the advancement of HRD
Biographical information	100 words maximum per person (This is not part of the word count listed for the description of the session.)
Sample paper	Appendix E
Presentation	Scheduled as one 90-minute session that will be facilitated by the organizer(s) of the session.

Note. The Conference Committee reserves the right to reclassify submissions based on reviewer feedback or program time limitations.

FORMATTING GUIDELINES FOR SUBMISSIONS

All submissions must comply with the guidelines outlined in this document to be reviewed for inclusion in the conference. ***Any submissions that are not in compliance will not be reviewed.***

Formatting of Both Refereed and Non-Refereed Submissions

- Submissions must comply with the word limits specified in the guidelines as described in the submission categories (above sections). *Submissions exceeding word limits will not be reviewed.*
- Document is saved as a Microsoft Word document (.doc or .docx). *Please do not submit PDF documents (even for the final submission in November).*
- Document should be formatted for 8 ½ x 11 paper (with 1" margins).
- All submissions must comply with formatting and writing style standards as defined by the *Publication Manual of the American Psychological Association* (7th edition) unless the proposal requirements allow for exceptions.
- Use Times New Roman font (12 pt.) for all submissions.
- Citations in text (accuracy of formatting according to APA 7th edition, remember et al. rules, listing all citations in references, and long and short quotation rules).
- References (accuracy of APA 7th edition formatting, DOI's included, alphabetized, all references cited in manuscript).
- All tracked changes have been accepted, and the document is saved without comments or tracked changes.

Additional Formatting Requirements for Refereed Submissions Only

- All author-identifying information has been removed (including information in document file properties).
- The document should be in Times New Roman font (12 pt.) and double-spaced.
- The running head should be formatted according to APA 7th edition with page numbers in the upper right-hand header.
- Separate title page formatted as outlined in APA (include Title only for blind-review submission – no author identification for manuscripts that will undergo blind peer review).
- Abstract page formatted as outlined in APA—including succinct overview and keywords (maximum of three). Each manuscript must meet the requirements outlined for that type of submission. Guidelines for refereed full manuscripts and posters, and a non-refereed submission template are available online at Conference Central.
- Headings (level 1, level 2, etc., according to APA 7th edition).
- Tables and Figures (APA labeling format).

Appendix A: Refereed Full Manuscript [Sample Paper]

Running head should be left justified in the top margin.

Use Times New Roman 12 pt. Font for your submission.

Page number should be right justified in the top margin.

Organizational Commitment and Job Satisfaction among Career Changers in Korea:

The Influence of Leaders' Vision of Talent and Organizational Culture

Eun-Jee Kim¹ and Sunyoung Park²

¹Korea Advanced Institute of Science and Technology (KAIST), South Korea

²Louisiana State University, Louisiana, USA

Check your word limit. A full manuscript is 6,000 or less words (including the reference list).

Remove all author identifying information for review submission. Include author information for camera-ready version only.

When the authors are affiliated with multiple institutions, number the institution and link with each author.

When the authors are affiliated with one institution, don't need to number the institution.

Copyright should only be included in your camera-ready version.

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The word Abstract should be in bold and centered.

Abstract

Document must be numbered and right justified.

The purpose of this study is to examine the impact of organizational

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organizational commitment and job satisfaction of employees who have change. The research questions guiding the study were: (a) What are the relationships among leaders' vision of talent, organizational culture, career changers' organizational commitment, and job satisfaction? and (b) Does the organizational culture mediate the relationship among leaders' vision of talent, career changers' organizational commitment, and job satisfaction? Based on data obtained from the 2013 Human Capital Corporate Panel (HCCP) survey in Korea, 484 responses were analyzed. The findings indicated that organizational culture significantly affected career changers' organizational commitment and job satisfaction, and leaders' vision of talent positively influenced organizational commitment and job satisfaction. Although leaders' vision of talent had no direct effect on career changers' organizational commitment and job satisfaction, it indirectly affected their organizational commitment and job satisfaction by mediating organizational culture. Discussion, implications, and recommendations are elaborated.

An abstract should be within 250 word-limit.

Keywords: leaders' vision of talent, organizational culture, organizational commitment

The word *Keywords* should be italicized.

A maximum of 3 keywords can be listed (Indent 0.5").

Organizational Commitment and Job Satisfaction among Career Changers in Korea: The Influence of Leaders' Vision of Talent and Organizational Culture

Manuscript title
(Boldface)

In the workplace, people face many choices and options when considering a career change (Obodaru, 2012). Compared to previous decades, changing careers has become more common and typically is a necessary part of a person's career progress (Carless & Arnup, 2011). Diverse factors influence the career change decision. For instance, the motivational force and work environment are important factors in a career change decision (Rhodes & Doering, 1983). Organizational transformation (e.g., downsizing and mergers) and individual orientation (e.g., motivation and needs) could force a career change. Individuals who have developed transferable skills and competences have more control over their careers and can make a voluntary career change according to their best interests (Muja & Appelbaum, 2012). In addition, employees are more likely to feel prepared for different career options when the labor market does not offer employees the prospect of a longer-lasting employment relationship, such as in the Korean labor market (Grubb et al., 2007).

Career change is broadly defined as moving to either a new occupation or a similar job in the same or different organization, including voluntary turnover, involuntary turnover, and intra-organizational transfer (Rhodes & Doering, 1983). According to Heppner et al. (1984), the types of career change can be categorized into task change (a shift from one type of task or duty to a different one at the same job and same location), position change (a slight shift in position or location), and occupation change (a transition from one type of task or duty to a different one which may include a new work setting). In this study, career change refers to movement from one organization to a different organization both voluntarily and involuntarily regardless of the job, position, or occupation.

For a work by three or more authors, list only the first author's name followed by "et al." in every citation

To retain these career changers, leaders and organizations should provide enough support to appreciate and respect them as valuable talent so they can commit to and be satisfied with their new organizations and work. However, little empirical research has focused on the impact of leaders' vision of talent on organizational culture and organizational commitment, and on job satisfaction, in particular, for career changers. More research on understanding career changers and supporting them in their new organizations needs to be conducted.

The purpose of this study is to examine the impact of organizational culture and leaders' value of talent on organizational commitment and job satisfaction of employees who have experienced a career change. The research questions guiding the study are: (a) What are the relationships among leaders' vision of talent, organizational culture, organizational commitment, and job satisfaction? and (b) Does the organizational culture mediate the relationship between leaders' vision of talent, organizational commitment, and job satisfaction?

Level 1 heading:
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Theoretical Background and Hypotheses

In this section, we review the literature about leaders' vision of talent, organizational culture, organizational commitment, job satisfaction, and their relationships.

Leaders' Vision of Talent and Organizational Culture

Level 2 heading:
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Leaders' vision, including caring about and respecting organizational members, is a key factor in shaping organizational culture (Bass & Avolio, 1993; Jaskyte, 2004; Kavanagh & Ashkanasy, 2006; Ke & Wei, 2008; Ott, 1989; Schein, 1996). Leaders shape organizational culture by transferring their beliefs, values, and basic assumptions to organizational members (de Poel et al., 2012; Schein, 1996). During this process, leaders transform organizational culture by realigning the culture with their vision of talent and a revision of the shared assumptions, values, and norms (Bass & Avolio, 1993).

List citations in an alphabetical order.

When linking leaders' vision of talent and organizational culture, leaders' vision of talent can be shared among employees to create cultural consensus (Jaskyte, 2004). Leaders can demonstrate their vision of talent through staff selection, socialization, removal of deviating members, and modeling appropriate behaviors, all of which affect organizational culture (Kavanagh & Ashkanasy, 2006; Ott, 1989). Leaders who emphasize employee development and participation can also create a collaborative and connected organizational culture (Kim, 2014). The relationship between leaders' vision of talent and organizational culture leads to the following hypothesis:

Hypothesis 1: Leaders' vision of talent is related to organizational commitment.
Leaders' Vision of Talent and Organizational Commitment

Level 3 heading:
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Uppercase and Lowercase
Heading***

Leaders' behaviors that reflect their vision of talent have been shown to be antecedents of organizational commitment (Jaskyte, 2004; Kim, 2014; Lok & Crawford, 2004; Mathieu & Zajac, 1990; Top et al., 2015). Employees are more likely to commit to organizations when their leaders' vision of talent is based on values and moral justifications that are acceptable to them (Jaskyte, 2004). Leaders' behaviors related to their vision of talent (such as allowing employees to use their own judgment in solving problems and treating all group members fairly) can enhance organizational commitment (Mathieu & Zajac, 1990). In particular, leaders who treat employees with consideration and respect increase employees' level of commitment to their organizations (Hassan et al., 2014).

Transformative leaders can particularly influence employees' organizational commitment by demonstrating charismatic behavior, reflecting a common vision and mission (e.g., the vision of talent), promoting higher levels of employees' intrinsic value associated with goal accomplishment, and emphasizing the link between employees' efforts and goal achievement

(Avolio et al., 2004; Lok & Crawford, 2004; Walumbwa et al., 2005). The more employees perceive that their leaders have a vision of talent and exhibit supportive behavior for employee development, the greater the effort employees devote to the organization (Wayne et al., 1997). This assumption between leaders' vision and organizational commitment leads to the following hypothesis:

Hypothesis 2: Leaders' vision of talent is related to organizational commitment.

Leaders' Vision of Talent and Job Satisfaction

The links between leaders' behavior demonstrating their vision of talent and job satisfaction are well established (Amundsen & Martinsen, 2014; Avolio et al., 2004; Braun et al., 2013; Callan, 1993; Hassan et al., 2014; Walumbwa et al., 2005). For example, Callan (1993) found that employees presented higher levels of job satisfaction when leaders recognized and appreciated the efforts of employees.

Leaders' behavior reflecting their vision of talent can also increase the level of job satisfaction (Amundsen & Martinsen, 2014; Dewettinck & van Amejide, 2011). For instance, Amundsen and Martinsen (2014) found that employees show high levels of job satisfaction when leaders provide frequent opportunities to develop new skills, prioritize continuous learning and skill development, and correct mistakes by coaching. In addition, leaders can positively influence employees' job satisfaction by recognizing and responding to employees' abilities, needs, and aspirations and ensuring that employees are able to voice their concerns, all of which are related to leaders' vision and behaviors that motivate and stimulate people in their organizations (Braun et al., 2013; Walumbwa et al., 2005). This assumption between leader's vision of talent and job satisfaction leads to the following hypothesis:

Hypothesis 3: Leaders' vision of talent is related to job satisfaction.

Based on the relationships proposed among these constructs, we conceptualize the following research model as illustrated in Figure 1.

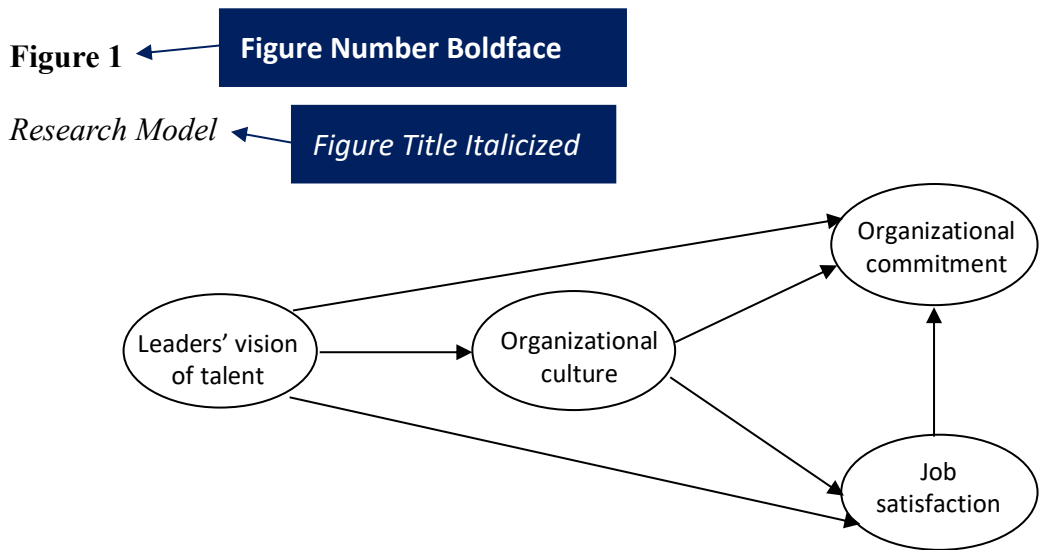


Figure 1

Research Model

Methods

Research Setting and Sample

The data for this study were collected from the Corporate Panel (HCCP) survey with support from the Korea Research Institute for Vocational Education and Training (KRIVET), a government-funded research institute. The biennial HCCP survey primarily seeks to investigate organizational efforts in developing human resources and the influence of human resources on organizational performance in South Korea.

KRIVET has collected panel data since 2005. In our study, we used the latest, fifth-round data (2013) given that it included a new set of questions pertaining to employee attitudes and behaviors related to career changes. The panel data analysis for this paper focuses on the responses from the representative sample of the 5th HCCP, comprising approximately 8,041 individuals in manufacturing industries in 2012-2013. In this study, using listwise deletion of

missing cases resulted in a total of 2,934 respondents. Of these remaining respondents, we only used the data from employees who had experienced a career change, resulting in 484 individuals representing diverse manufacturing industries including automobile, electronics, computer, chemical products, and machinery.

Measures

All variables were assessed using multi-item measures with a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Leader's vision of talent was measured by three items, based on Gubbins and colleagues' (2006) work, to assess the top management's attitude toward talent development in the organization. The measurement items included: "The top management in my company has a clear vision for talent development," and "This company values talented people." Cronbach's alpha of the organizational perspective on talent development was .91, representing a highly reliable scale. *Job satisfaction* was measured by a four-item scale adapted from Hackman and Oldham (1974). In this study, the internal consistency reliability was 0.84. A sample item was, "I am satisfied with my job." *Organizational commitment* was measured by four items selected from Mowday, Steers, and Porter (1979). The reliability estimate for organizational commitment was .73. Items included: "I feel as if our company's problems are my own," and "If I decided to leave this company, I would lose too much in my life."

Participants and Procedure

The sample of this study included employees from the 5th HCCP data who had experienced at least one career change, resulting in 484 individuals. The majority of the respondents had experienced at least one career change (87.4%; 423) and 11.2% of the respondents reported two career changes. Among them, 25.4% (123) of the respondents were

female employees who had experienced career interruptions due to work-life balance issues such as pregnancy and childcare. Other reasons for career changes were seeking a better workplace (24%; 116), and a desire to further develop professional competency (21.7%; 105) as shown in the Table 1.

Table 1 ← **Table Number Boldface**
Demographic Information ← *Table Title Italicized*

		Total	
		Frequency	%
Gender	Male	272	56.2
	Female	212	43.8
Age	20 - 29	7	1.0
	30 – 39	162	19
	40 – 49	215	44
	50 – 59	94	34
	over 60s	6	2
Education	High school	216	44.6
	College-level degree	138	46.9
	Master’s degree	35	7.2
	Doctoral degree	4	0.8
Reasons for career changes	Seeking better workplace	116	24
	Work-life balance issues	123	25.4
	End of contract	9	1.9
	New enterprise set-up	53	11
	Competency development	105	21.7
	Other	29	6

Results

Descriptive Statistics

The descriptive statistics and correlations among the study variables are reported in Table 2 including means, standard deviations, reliabilities, and inter-correlations. Significant and moderate correlations were observed among the constructs of this study, as shown in Table 2. All measures demonstrated adequate levels of reliability (.73-.91). The result of skewness and kurtosis shows that there was no serious multicollinearity issue among the variables used in the data (see Table 2).

Table 2

Descriptive Statistics, Correlations, and Reliabilities

Variables	1	2	3	4	5	6	7
1. Gender	-						
2. Age	.064	-					
3. Education	.266*	.332**	-				
4. Organizational culture	.049	.023	.13	(.853)			
5. Vision of Talent	.080	.085	.21	.71*	(.909)		
6. Organizational commitment	-.151	-.102	.15	.52*	.50*	(.734)	
7. Job satisfaction	.082	.023	.09	.58*	.57*	.61*	(.835)
Mean	1.44	2.85	4.32	3.91	3.19	3.18	3.39
Standard Deviation	.49	.75	1.91	.543	.883	.691	.690
Skewness	.251	.245	-1.35	-.738	-.312	-.184	-.497
Kurtosis	-1.94	.43	.375	1.81	-.086	.181	.602

Note. $n=484$. Reliability estimates are in parentheses. * $p<.05$. ** $p<.01$

Measurement Model Assessment

An overall confirmatory factor analysis (CFA) was performed to estimate the convergent

and discriminate validity of the indicators of the four constructs. CFA is most suitable for confirming whether or not construct measures load on their respective a priori-defined constructs (Browne & Cudek, 1993). The goodness-of-fit indices used in this study include: chi-square (χ^2), the root mean square error of approximation (RMSEA), the non-normed fit index (NNFI or TLI), and the comparative fit index (CFI). They have been judged as appropriate to examine the strength of the statistical correlations among the measured items in a confirming manner with factor loadings being greater than .60. As a result of the overall CFA, all factor loadings were over 0.60, and the measurement model indicated a good fit to the data, as shown in Table 3.

Table 3

Measurement Model

	χ^2	<i>df</i>	TLI	RMR	CFI	GFI	RMSEA
Measurement model	47.55	29	.991	.012	.994	.981	.036
Fit criteria	-	-	> .90	< .08	> .90	> .90	< .07

Structural Model Assessment

To determine whether the theoretical relationships specified at the conceptualization stage were supported by the data, structural equation modeling was employed. The adequacy of the structural model was estimated by comparing the goodness-of-fit to the hypothesized model and the additional nested model. Table 4 summarizes the two models' fit indices. The adequacy of the structural model was determined based on consideration of three criteria: (a) goodness-of-fit to the data, (b) the effect size of the estimated parameters with theoretical relationships, and (c) the law of parsimony (Hair et al., 2010). The research hypotheses in the hypothesized model, except for the direct paths between leaders' vision of talent and organizational commitment and between

vision of talent and job satisfaction, were supported showing statistically significant path coefficients ($t > 1.96, p < .05$).

Table 4

Summary of Model Comparisons

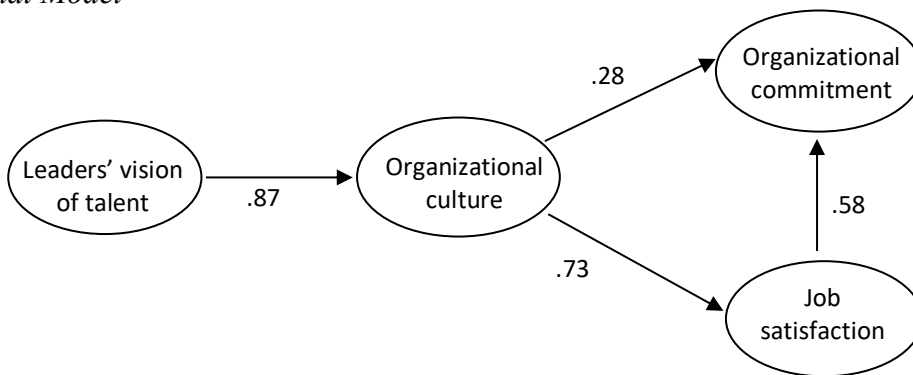
Model	χ^2	<i>df</i>	TLI	RMSEA	CFI	GFI	RMR
Hypothesized	47.55	29	.99	.046	.99	.98	.012
Alternative	48.48	31	.99	.034	.99	.98	.013

Hypotheses Testing

Based on the final model, the results of testing the hypotheses are elaborated in this section. We predicted that leaders’ vision of talent would be related to organizational culture (hypothesis 1), to organizational commitment (hypothesis 2), and to job satisfaction (hypothesis 3).

Figure 2

Final Model



Leaders’ vision of talent was found to positively influence employees’ perceptions of organizational culture by indicating a statistically significant result while the direct impacts of leaders’ vision of talent on organizational commitment and job satisfaction turned out to be non-significant. Organizational culture mediated the relationships among leaders’ vision of talent, organizational commitment, and job satisfaction. All of the research hypotheses in the final

model shown below were supported indicating statistically significant path coefficients ($t > 1.96$, $p < .05$).

In addition, we tested the magnitude of the indirect effects using bias corrected 90% confidence intervals around the effects using a bootstrapping method (Shrout & Bolger, 2002). The 95% bootstrapped CIs did not contain zero, providing additional support for our hypotheses. In terms of direct effects, organizational culture was stronger than organizational commitment for job satisfaction ($B = .73$, $p < .01$) while organizational culture showed a smaller direct effect on organizational commitment ($B = .27$, $p < .01$), as shown in Table 5. Based on the comparison between direct and indirect path coefficient estimates, we would conclude that organizational culture plays a significant mediating role in explaining the influence of leaders' vision of talent on organizational commitment, and on job satisfaction.

Table 5

Hypothesis Testing: Direct and Indirect Effects of Path Estimates

	Paths			Direct effect	Indirect effect	Total effect
H1	Vision of talent	□	Org. culture	.87	-	.87*
H2	Vision of talent	□	Org. commitment	-	.64	.64
H3	Vision of talent	□	Job satisfaction	-	.62	.62
H4	Org. culture	□	Org. commitment	.27	.43	.70*
H5	Org. culture	□	Job satisfaction	.73	-	.73*
H6	Job satisfaction	□	Org. commitment	.58	-	.58*

Note: * $p < .05$

Discussion and Conclusions

The aim of the present study was to assess whether leaders' vision of talent development significantly and positively anticipates employees' organizational commitment and job satisfaction, through the mediation of organizational culture. Overall, the results of the present study provide evidence that high levels of leaders' vision and more positive perceptions of

organizational culture may enhance employees' satisfaction and job-related functioning in the cognitive and affective domains of organizational commitment.

Implications for Theory and Research

The findings of this study contribute to the literature in several ways. First, they empirically support the arguments that for employees who have experienced a career change, their perceptions of their leaders' vision of talent lead to positive job-related outcomes. Our analysis revealed that leaders' vision of talent, resource investment in talent development, management's support for talent development, and organizational culture positively affect employees' job satisfaction and, in turn, affect the level of commitment to their organizations. The results of this study corroborate previous research findings that leaders' vision of talent and organizational culture may predict organizational commitment and job satisfaction (Belias & Koustelios, 2014; Liou et al., 2014). For example, studies suggest that leaders' perspectives on talent development including planning strategic goals and investing in and establishing related policies for employee development influence employees' attitudinal and cognitive aspects of organizational commitment (Jaskyte, 2004; Lok & Crawford, 2004).

The present study also adds to the organizational leadership literature by focusing on the role of the leaders' vision of talent, compared to the extant literature, mostly emphasizing strategic visioning and expanding new businesses. In this regard, more research is needed to understand how employees' perceptions of organizational leadership of talent and human resources, in general, are formed as well as the extent to which perceptions of organizational culture influence employees' job satisfaction and organizational commitment.

Implications for Practice

Link between Leaders' Vision of Talent and HR Practices

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From the findings of this study, HR practitioners can consider the link between leaders' vision of talent and HR practices. Because leaders' vision of talent serves to improve job-related functioning through organizational culture, rather than acting as a direct causal factor, HR practitioners could help create an organizational culture which reflects leaders' vision and supports talent development. By providing diverse talent development opportunities and exposing employees to various channels of transferring the top management's vision of talent, HR practitioners could convey leaders' talent-oriented vision to all employees, including those who have experienced career change.

Link between Leaders' Vision of Talent and Outcomes

Drawing upon the key findings of this research, we argue that leaders' vision of talent development through organizational culture plays a crucial role in predicting employees' job satisfaction and organizational commitment, particularly for successful labor market transitions of career changers. This study informs both researchers and practitioners in HR in that it sheds light on the critical aspect of leaders' vision of talent on organizational culture and employees' attitude. In sum, this study maintains that leaders' vision in strategic talent development through organizational culture will deliver performance improvement by increasing job satisfaction and, in turn, fostering employees' commitment to their organizations.

Limitations and Recommendations for Future Research

The current findings should be interpreted cautiously, and several limitations in this study could be addressed in future research. First, the data and measures from HCCP constrain the nature of data obtained to a specific moment in time. As it was the first time since the inception of HCCP to collect responses from employees who have experienced career change or interruptions, much would be gained by future research with a time series design analyzing the

shift in levels of job satisfaction and factors related to organizational commitment as an employee's career evolves over time.

Second, this cross-sectional study collected self-report data, which runs the risk of common method bias (Podsakoff et al., 2003), even though the CFA confirmed that common method variance was not an important issue. The nature of the study also could not provide strong support for establishing causality. Additionally, the sample was confined to a specific population who had experienced at least one career change in the Korean manufacturing industry. This may somewhat limit the generalizability of the findings to populations in different industries. The focus of this study is how leaders' vision of talent influences organizational culture, organizational commitment and job satisfaction. However, organizational culture could impact leaders' vision of talent and this logical relationship between two variables could produce different results.

Despite these limitations, the current study offers a contribution to the career and HR literature by demonstrating that career changers' perceptions of organizational culture are associated with their level of job satisfaction and, in turn, with organizational commitment. The present study also significantly enriches the extant literature by highlighting the important role of leaders' vision of talent on organizational culture to support employees and HR practices.

References

Reference list begins on a new page. Center the word References and print in boldface. Double-space and alphabetize all entries.

Amundsen, S., & Martinsen, Ø. L. (2014). Self-other agreements with leader effectiveness and subordinates' job satisfaction and turnover. *The Leadership Quarterly*, 25(4), 784–800.

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<https://doi.org/10.1016/j.leaqua.2014.04.007>

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The label "DOI:" is no longer used for entries that include a DOI. The words "Retrieved from" (preceding the URL or DOI) are now only used when a retrieval date is also provided in the citation.

Barrett, A., & O'Connell, P. J. (2001). Does training generally work? The returns to in-company training. *ILR Review April*, 54(3), 647–662.

<https://doi.org/10.1177/001979390105400307>

Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 17(1), 112–121. <https://www.jstor.org/stable/40862298>

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Article from an online periodical with no doi assigned

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Book references should follow the format below.

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Publisher Name.

(Do not include a location of publication.)

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ORGANIZATION

Appendix B: Refereed Full Manuscript
[Abstract Sample after your submission is accepted]

1

Running head should be left justified in the top margin.

Use Times New Roman 12 pt. Font for your submission.

Page number should be right justified in the top margin.

Organizational Commitment and Job Satisfaction among Career Changers in Korea:

The Influence of Leaders' Vision of Talent and Organizational Culture

Eun-Jee Kim¹ and Sunyoung Park²

¹Korea Advanced Institute of Science and Technology (KAIST), South Korea

²Louisiana State University, Louisiana, USA

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When the authors are affiliated with one institution, don't need to number the institution.

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ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION

2

The word Abstract should be in bold and centered.

Abstract

Document must be numbered and right justified.

No indentation for the start of the paragraph in abstract.

The purpose of this study is to examine the impact of organizational

organizational commitment and job satisfaction of employees who have change. The research questions guiding the study were: (a) What are the

relationships among leaders' vision of talent, organizational culture, career changers' organizational commitment, and job satisfaction? and (b) Does the organizational culture mediate the relationship among leaders' vision of talent, career changers' organizational commitment, and job satisfaction? Based on data obtained from the 2013 Human Capital Corporate Panel (HCCP) survey in Korea, 484 responses were analyzed. The findings indicated that organizational culture significantly affected career changers' organizational commitment and job satisfaction, and leaders' vision of talent positively influenced organizational commitment. Although leaders' vision of talent had no direct effect on career changers' organizational commitment and job satisfaction, it indirectly affected their organizational commitment and job satisfaction by mediating organizational culture. Discussion, implications, and recommendations are elaborated.

An abstract should be within 250 word-limit.

Keywords: leaders' vision of talent, organizational culture, organizational commitment

The word *Keywords* should be italicized.

A maximum of 3 keywords can be listed (Indent 0.5").

Appendix C: Format for Posters

Posters offer the opportunity to present data and have substantive discussions with interested colleagues. Posters will be displayed throughout the conference in visible locations. There will also be a designated time for a synchronous poster session in which authors present their posters and exchange ideas with colleagues.

POSTER PREPARATION:

- Each poster presenter will be able to display a poster with a maximum dimension of 90 centimeters by 120 centimeters (3 by 3.5 feet).
- Please prepare all materials in advance. We will not print posters or copy handouts.
- We will provide pins for mounting posters. If you need other materials to attach your poster such as double-sided adhesive tape, please bring these materials with you.
- Access to electrical outlets will not be available.
- Please submit a pdf file of your poster (size 36 inches by 48 inches) to 2024asianahrdconference@gmail.com before your presentation at the conference.

DESIGN CONSIDERATIONS:

- Lettering should be simple, bold, and easily legible from a distance of 4ft (122 cm). Lettering for the title should be at least 1.5in (38mm) high. Under the heading, include the names of authors and their affiliations in smaller lettering.
- In the body text, keep the number of words to a minimum: please remember that this is not a paper. Arrange the elements in a logical sequence: introduction or statement of the problem or issue, objectives of the research or project, methodology used (where appropriate), major findings or outcomes, interpretations or significance of findings or outcomes, and conclusions. Use numbers if necessary to ensure that readers can follow the sequence.
- Illustrations and color will enhance the effectiveness of your presentation. Tables, figures, and photographs are encouraged. While you should consider graphic impact, note that simplicity and legibility are more important than artistic embellishments. The background of the poster may be any color, so long as there is a strong light-dark contrast between background and lettering.
- When working on the arrangement of your display on the poster, be aware that it is preferable to align materials in columns rather than rows. Audience members who are scanning posters have a much easier task if they can proceed from the left to right rather than having to skip around in the display.

PRINTING YOUR POSTER:

- Presenters are advised to print their posters and bring them on the plane in travel tubes. Fabric or cloth poster printing is possible if authors prefer (e.g., <https://www.makesigns.com/>).

Running head should be left justified in the top margin.

Appendix D: Refereed Poster Abstract [Sample Paper]

Use Times New Roman 12 pt. Font for your submission.

Adult Learning Principles and Processes in Online Learning Environments

Sunyoung Park and Petra Robinson

Louisiana State University, Louisiana, USA

Remove all author identifying information for review submission. Include author information for camera-ready version only.

When the authors are affiliated with one institution, don't need to number the institution.

For guidance on adding numbers when authors are from different institutions, please see the

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ADULT LEARNING PRINCIPLES

The word Abstract should be in bold and centered.

Abstract

Document must be numbered and right justified.

2

The Andragogy in Practice Inventory (API) was developed to assess

No indentation for the start of the paragraph in abstract.

the learning activities they engage in are consistent with the design elements framed within the theory of andragogy (Holton et

al., 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 (Cannonier, 2014; Leigh et al., 2015; Watts, 2015).

Limit Poster Abstract to 750 Words. Word count does not include References section.

2015).

For a work by three or more authors, list only the first author's name followed by "et al." in every citation

However, little research has been conducted to investigate the relationship between andragogy and design 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 API.

Andragogy has provided a fundamental framework for adult learning and education (Holton et al., 2009; Knowles, 1990; Knowles et al., 1998; Pratt, 1988). Scholars have described and defined andragogy in many ways (e.g., Beder & Carrea, 1988; Feuer & Gerber, 1988; Merriam & Brockett, 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 & Brockett, 1997, p. 135).

Knowles (1984, 1989) defined six basic principles and eight design elements of andragogy. To successfully 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, learning plan design, learning plan 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, 1986).

The main research question for this study is, how much adult learning principles and processes are related in online learning environments? 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 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. The reliability was .95. Reliability for each section was .91 (Principle) and .94 (Design). Adult learning principles and processes were significantly positively related. In the principles of andragogy, the correlation between prior experience and readiness to learn was highest (.82), followed by the correlation between prior experience and self-directed learning (.80). In the design elements, climate setting and mutual planning, set learning objectives and mutual planning were highly and significantly correlated (.83 and .82, respectively).

Theoretically, 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. In addition, 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.

In practice, 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. Also, 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.

Keywords: andragogy in practice inventory (API), adult learning, online learning

The word *Keywords* should be italicized.

A maximum of 3 keywords can be listed (Indent 0.5”).

References

Reference list begins on a new page. Center the word References and print in boldface. Double-space and alphabetize all entries

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The label "DOI:" is no longer used for entries that include a DOI.

The words "Retrieved from" (preceding the URL or DOI) are now only used when a retrieval date is also provided in the citation.

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Journal of Adult Education, 42(1), 9-17. <http://dx.doi.org/10.1002/jae.1234>

Book references should follow the format below.

Author, A. A. (Year of publication).

Title of work: Capital letter also for subtitle. Publisher Name.

(Do not include a location of publication.)

Merriam, S. B., & Brockett, R. (1997). *The profession and practice of adult education: An introduction*. Jossey-Bass.

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Watts, S. W. (2015). *Andragogy and online course satisfaction: A correlation study* [Unpublished Doctoral Dissertation]. Northcentral University.

Appendix E: Non-Refereed Submissions [Sample Paper]

Running head should be left justified in the top margin.

Use Times New Roman 12 pt. Font for your submission.

Career Development: Creating Future Direction for HRD R

Katherine L. Yeager

Abilene Christian University

Remove all author identifying information for review submission. Include author information for camera-ready version only. When the authors are affiliated with one institution, Don't need to number the institution.

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CAREER DEVELOPMENT

The word Abstract should be in bold and centered.

→ **Abstract**

Document must be numbered and right justified.

2

Changes in recent years create the need to pursue new directions in c

No indentation for the start of the paragraph in abstract.

the changes which demand the attention of career development include flatter organizations, a more diverse and marginalized workforce, technological advances, the 'gig' economy, workforce attrition and retention, the definition of career success, sustainable careers, and career transitions. This working focus session will utilize action research and appreciative inquiry to give scholar and practitioner attendees an opportunity to collaborate and generate actionable plans that advance the understanding and practice of career development.

Limit Focus session abstract to 100 Words.

Keywords: Career Development, HRD Research and Practice, Interdisciplinary Research

The word *Keywords* should be italicized.

A maximum of 3 keywords can be listed (Indent 0.5").

Career Development: Creating Future Direction for HRD Research and Practice

Description of how the session contributes towards the advancement of HRD (1,000-2,000 words maximum,

ty, complexity, and ambiguity (VUCA; Bennett & which organizations operate today. Changes that began in the transformation of organization structures (Drucker, 1988). Five factors are shaping work and influencing the organizations and workforce relationship include: technology, globalization, societal trends, demographics, and carbon (Gratton, 2011). These changes create the need for the field of Human Resource Development (HRD) to respond with new directions in career development (CD) research and practice.

Some of the issues emerging in the workplace and influencing the careers of the workforce and organizations alike include flatter organizations created through ‘delaying’ or compressing hierarchal reporting structures (CEB, 2015; Inkson & King, 2011; Littler et al., 2003; McLagan, 1989); the presence of a diverse and marginalized workforce (Gedro, 2009; Grubb, 2017; Shuck et al., 2018); technological advancement (Akkermans & Tims, 2018); the rise of the ‘gig economy’ and a change in the nature of work (Akkermans & Tims, 2018; Barley et al., 2017; Gallup, 2018; McDonald & Hite, 2014); attrition and retention of the workforce (CEB, 2015; Marescaux et al., 2013); changes in the meaning of career success (Akkermans & Tims, 2018; Hite & McDonald, 2008); creating sustainable careers (De Vos et al., In Press; Newman, 2011); and career transitions (Cherrstrom, 2015; Ibarra, 2003; Minnis, 2017). Each of these areas of research identifies needs for further research that can impact practice. For instance, flatter organizations mean there are fewer opportunities for advancement. These issues challenge HRD scholars and professionals to be on the leading edge of making a difference through research and practice for individuals, organizations, and society (Shuck et al., 2018).

For a work by three or more authors, list only the first author’s name followed by “et al.” in every citation

Operating from a position that theory informs practice, new theory building around the topic of CD is necessary as changes in the environment and the workforce provide new situations and experiences that warrant further investigation to generate new understanding of CD (Lynham, 2002). Because some HRD practitioners work with career development initiatives within organizations, there is opportunity for these professionals to contribute to the new understanding of CD related to topics such as career success and career competencies (Akkermans & Tims, 2018; Arthur et al., 2005). More specifically, Akkermans and Tims (2018) explain that employability and work-home interactions have changed the meaning of career success for employees.

There have been several attempts to reinvigorate the topic of CD within the HRD community (e.g., Egan et al., 2006; Hite & McDonald, 2008; McDonald & Hite, 2005). The most recent call to action came from the Annual Town Hall meeting held at the 2017 Academy of Human Resource Development Conference in the Americas where scholars in the field (Kim McDonald, Tonette Rocco, Marilyn Byrd, and Elliott Dawes) outlined implications for practice and a proposed research agenda (Shuck et al., 2018). This proposed Focus Session is an attempt to provide an opportunity for scholars and practitioners to join forces to generate new CD theory that supports new CD practices.

Collaborative exploration provides an opportunity to view CD from different perspectives. Arthur (2008) argued that research around careers needs to be approached from an interdisciplinary perspective. For instance, approaching career development from a human capital, economic perspective might be enhanced by including a psychological perspective related to motivation such as self-determination theory (Deci et al., 2017; Khapova & Arthur, 2011) or employee engagement (Shuck et al., 2014). Similarly, a focus on job or work design

(Manganelli et al., 2018; Torraco, 2005) created through organizational channels might overlook the benefits of employee driven job crafting (Wrzesniewski & Dutton, 2001). The field of HRD is well suited to approach CD from an interdisciplinary perspective, given the multiple disciplines that anchor our theories and interventions (Swanson & Holton, 2009).

The objective of this session is to give scholars and practitioners a platform to collaboratively drive exploration, understanding, and practice of CD forward into the 21st Century. During the session, principles of action research will provide participants with the opportunity to reflect on their own work, stimulate new thought through collaboration, and develop plans to pursue new avenues in the research related to CD (Altrichter et al., 2002). Drawing from the tenets of appreciative inquiry (AI), participants will utilize the 4-D cycle of AI during their exploration of their self-selected topic: discovery, dream, design, and destiny (Hart et al., 2008).

Participant areas of interest will drive the breakout discussions within the allotted 90 minute period. Following introductions, participants will self-select into groups aligned by topic of interest. Tools to record findings and discoveries will be available for each group. A handout will be used to help guide participants through the process. Each group will be facilitated based on the following outline guide:

- Introductions and general interests as a larger group – self-select into areas of interest (15 minutes)
- Discovery – What do we know about the topic? (15 minutes)
- Dream – What direction might the research take? (15 minutes)
- Design – How might pursuit of the new direction occur? (15 minutes)
- Destiny – What are potential outcomes? What are next steps? (15 minutes)

- Debrief – sharing with group (15 minutes)

Ultimately, participation in the Focus Session provides an opportunity to ignite unlikely collaborations within the HRD community to be sustained outside the conference environment.

Session Facilitator

Katherine L. Yeager received her PhD is an Assistant Professor at Eastern Kentucky University. She is a reviewer for HRDQ and HRDR, served as the Workplace Learning track for the 2018 Conference, served as the Career Development Track Chair for the 2019 Conference, and is a past president of the

Relevant biographical information for the sponsor and for each panelist, specifically highlighting expertise as related to the focus of the session (**100 words maximum** per person)

Member-at-Large. Research interests include leader identity development, women and leadership, and career development.

- yeagerkl@hotmail.com
- 936-414-2386

References

Akkermans, J., & Tims, M. (2018). Crafting your career: How career competencies relate to

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crafting. *Applied Psychology*, 6

g theories of career development

American women in the White academy. *Adult Educa*

Reference list begins on a new page. Center the word References and print in boldface. Double-space and alphabetize all entries.

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