The "Quest and Create" Experiential Exercise: Improving Academic Literacy in Human Resource Management

Rebecca L. Wyland, Nancy J. Hanson-Rasmussen, and **Brent S. Opall**
University of Wisconsin – Eau Claire

Abstract

The Quest and Create Experiential Exercise enhances management literacy skills by increasing acceptance and willingness of evidence-based practice to make decisions in organizations. The exercise is effective in generating interest in scholarly works while increasing students' ability to complete research "quests." The Quest and Create exercise utilizes the premise of Kolb's experiential learning theory, creates familiarity with management concepts through the lens of empirical research, and builds skills in team problem-solving. As evidenced within the management classroom, the exercise increases efficacy in applying research to practice. "Quest and Create" is designed to enhance academic literacy skills as members of student teams collaborate to complete, and later create, their own scavenger hunt for academic articles. Student teams also present their created scavenger hunt to a full class or group. Student feedback and sample templates are provided. Step-by-step instructions as well as alternative methods and supplemental materials are included. The experiential activity is well-suited for all human resource management education, including training sessions, to help managers bridge the research-practice gap. "Quest and Create" is an active and effective way to expose students to human resource research material and informed decision-making.

Keyword**s:** Research-practice gap, management education, human resource management, academic literacy, scholarly articles, experiential exercises, scavenger hunt, team building, evidence-based practice

Introduction

How do your students react when you assign the reading of scholarly articles? Although it is common for management instructors to assign the reading of scholarly articles (e.g., Fujimoto et al., 2011), many students might not enthusiastically demonstrate a willingness or interest in using them in their school or work domains (Taylor et al., 2020). As a result, management students, who are likely going to be future human resource managers, may leave their management education without the skills to identify and apply management research that informs managerial decisions. This phenomenon seems to be contributing to the existing gap between management research and practice. While this gap between management research and practice has been acknowledged for years, scholars have continued to find ways to encourage managers to use

research findings when making managerial decisions (Aguinis et al., 2020; Banks et al., 2021; Banks et al., 2016; Bansal et al., 2012; Bertels et al., 2012; Burke & Rau, 2010). Taylor et al., (2020) drew from previous research (e.g., Harrington et al., 2015; Hoskins et al., 2007) to outline several benefits of incorporating scholarly articles in management education, such as, an increased ability to evaluate scientific findings, a more thorough understanding of management topics, and an increased willingness to apply research evidence to management practice.

Evidence-based management becomes a more pressing need when practitioners admittedly do not read academic publications; therefore, getting important scientific evidence to organizations is difficult (Rynes et al., 2002). Most human resource professionals read bridge (connects two disciplines) or practitioner journals, yet few of these journals cover topics deemed as most important by human resource researchers (Rynes et al., 2007). Rynes et al., (2007) found the disconnect a very significant failure of academic research transferring to human resource management practice. The limited number of researchers and human resource practitioners working together accentuates the need and responsibility for educators to incorporate and encourage evidence-based management. One approach to bridge the research-practice gap focuses on improving academic literacy within management classrooms (Burke & Rau, 2010; Taylor et al., 2020). Academic literacy encompasses multiple abilities to processing and applying academic information (Weideman, 2018).

A prominent argument supporting the need to improve academic literacy in management classrooms posits students who avoid academic research articles or who struggle to read, evaluate, synthesize, or apply scholarly work during their educational experiences, will be less likely to incorporate research in future managerial decisions (Taylor et al., 2020). Therefore, by improving academic literacy and exposing students to scholarly articles, students will learn to find, analyze, interpret, evaluate, and draw from research to develop solutions to organizational problems in the future (Taylor et al., 2020). However, it can be difficult for instructors to find engaging exercises designed with the intention of improving academic literacy in management, and few textbooks include research findings (Rynes et al., 2007).

Taylor et al. (2020) recently offered a promising experiential exercise to help students improve academic literacy and apply management research findings to practice. In their proposed exercise, students answer questions about the topic, problem, and research findings within an instructor-assigned scholarly article. After completing a focused worksheet individually, students collaborate within teams to generate group answers, which are later reported to the instructor and larger class. The full class assists in the creation of a concept map and then completes a group translation activity.

During the group translation activity, student teams "translate" an assigned passage into practitioner advice that could be understood by someone who is less experienced with scholarly literature. During the process, students learn how to summarize and explain various structural elements of an instructor-assigned scholarly article. However, for students to apply academic literacy skills to unstructured real-world problems, a second set of academic literacy skills may be relevant. Specifically, students may find it helpful to practice using library search engines and other scholarly search tools to identify reputable research studies that are relevant to a proposed problem. Students may also need to practice synthesizing research findings and managerial

implications from multiple studies to develop and empirically support a managerial recommendation to a real-world problem.

This paper describes an experiential exercise intended to utilize scholarly articles to inform practice by guiding students through electronic scavenger hunts (quests) of published human resource management research. The "quests" described in this experiential exercise can be used in the human resource classroom, or management training sessions. The topics students will investigate through the scholarly article "quests" will not only illuminate important facts and logic but will aid students in making future evidence-based decisions, leading to evidence-based management (Bansal et al., 2012). Research implications found within scholarly articles connect practice to outcomes and can provide student insight into such areas as recruitment, hiring, and training (Tracey, 2014).

Therefore, the Quest and Create is designed with the intention of introducing and enhancing these specific academic literacy skills. It is suited for face-to-face, virtual, or online modalities of undergraduate and graduate management classes. It can also be used within human resource training sessions by encouraging managers to utilize scholarly research in making human resource decisions. This exercise may help students and managers understand how to make better informed human resource decisions.

Theoretical Foundation

Scavenger Hunts as Experiential Learning

Kolb's Experiential Learning Theory (ELT) recognizes that students gain knowledge through stages and experiences where they can grasp and then transform and recognize the application of existing theory (Kolb, 1984). Kolb's ELT stages of learning include concrete experience, reflective observation, abstract conceptualization, and active experimentation (Akella, 2010). The concrete experience is the basis of the learning experience, while reflective observation is time for students to observe, examine, and reflect on the concrete experience. The abstract conceptualization stage employs logic and ideas in relating observations to theory, and active experimentation is where students will test theories, make predictions, and act on the predictions (Akella, 2010).

In agreement with Kolb, Schaller (2020) suggests scavenger hunts, such as the one presented in this exercise, incorporate Kolb's requirements. Scavenger hunts have been used in different disciplines. For example, Schaller (2020) developed a scavenger hunt exercise for the consumer behavior area of Marketing. During the scavenger hunt, students used clues to identify relationships and synthesize information about marketing strategies. Following the scavenger hunt, students reported increases in motivation and engagement levels. They also developed an increased understanding of how course concepts apply in real-world examples. Scavenger hunts have also been successfully used in libraries to raise awareness of academic sources and provide exposure to academic information (Stark et al., 2021).

<div align="center">**The Quest and Create Exercise**</div>

Experiential-focused learning objectives direct the Quest and Create exercise. These learning objectives are designed considering experiential learning theory. The detailed step-by-step instructions guide instructors or trainers through the exercise stages, suggest materials, ideal team size, modes of delivery, and time requirements. A debrief provides time for reflection and application of concepts.

Learning Objectives

After completing this scavenger hunt exercise, students will be able to do the following:

- Use scholarly tools to find specific scholarly articles.
- Identify a scholarly article's research questions, findings, and implications.
- Find empirical evidence to support management practices.
- Create a team-building scavenger hunt activity with the intention of obtaining empirical evidence for a management practice.
- Describe how information discovered within the Quest and Create can be applied to human resource management practice.

Running the Quest and Create Exercise

There are four stages to this experiential exercise including, the Preparation Stage, Quest Stage, Create Stage, and Showcase Stage. Detailed step-by-step instructions follow for each stage.

Preparation Stage

Teams will learn foundational knowledge during this stage. Appendix A includes a sample list of terms and concept definitions that may be helpful to teach before beginning the Quest and Create Stages. Appendix A could be distributed to students. Alternatively, instructors may prefer to present information about specific concepts that are included in Appendix A. Taking both steps (e.g., distributed to students and presented at the beginning of the exercise) may also be worthwhile depending on the familiarity of students with the concepts. It may also be helpful for instructors to discuss specific human-resource-related topics or real-world issues (e.g., recruitment, telecommuting practices, training initiatives, layoffs) that will be assigned as topics for the experiential exercise. Finally, it may be beneficial for instructors to read the Taylor et al., (2020) article and/or assign students to read the article to become more familiar with academic literacy language and the benefits of academic literacy skills. Appendix D also includes a supplementary scavenger hunt activity pertaining to the Taylor et al. (2020) article. This supplemental activity is designed to help students become familiar with the process they will use during the Quest and Create, as well as foundational knowledge pertaining to academic literacy. It is important to note that the instructor should check their library to make sure students have access to view the full Taylor et al., (2020) article if they assign this optional supplemental activity.

Quest Stage

Students begin the exercise by using scholarly tools (e.g., Google Scholar or the school's library databases) to complete the scavenger hunt items (see Appendix B for example procedures, scavenger hunt items, answers, and variations). Instructors may assign a specific human-resource-related problem, practice, example, or case study to use as the topic. Alternatively, student teams may work with the instructor to select an appropriate topic. The table below identifies the specific Quest Stage activities to complete (see Appendix B for an example with answers and Appendix C for variations). The variations provided in Appendix C provide several additional options to tailor the exercise to the specific course and learning objectives. Or, if the instructor chooses to use the exercise multiple times in the same course these variations can be used to create an entirely new learning experience.

Quest Activities	Sample Answer
1. Identify the human resource-related topic of your quest.	
2. Identify three academic journal articles that found empirical support for the specific practice your team identified. Note: Make sure the full article can be opened in your library or on Google Scholar.	
3. Synthesize the findings and explain the method the authors of each of the three articles used in their study.	

Create Stage

Students will create their own scavenger hunt that focuses on identifying empirical evidence to support a management practice. See Appendix B for an example.

Create Stage Activities	Sample Answer

1. Locate and open the following three articles:
 	
    a.
 	
    b.
 	
    c.
 	
2. Synthesize the findings and determine which organizational practice the articles support.	

Showcase Stage

Student teams share their newly created scavenger hunts so other teams have the opportunity to practice finding and synthesizing scholarly articles. Exercise "Debriefing" can follow or merge with the Showcase Stage.

Logistics

Materials Needed

- Access to scholarly tools (library search tools, Google Scholar, etc.). If completing this exercise in a virtual setting, teams will also need a team collaboration tool (e.g., Google Docs, Zoom, Microsoft Teams, etc.), internet access, and a webcam.

Team Size

- Approximately 4-5 students per team. The number of teams will depend on the class size, but it is helpful to have students complete at least 4-5 other teams' scavenger hunts for practice.

Time Required

- Approximately 2-3 hours over 1-2 weeks

Logistic Instructions for Face-to-Face, Remote (Synchronous)
and Online (Asynchronous) Formats

Activity	When & Where Face-to-face	When & Where Remote or Online (synchronous or asynchronous)	How Long
Preparation Stage: Discuss foundational knowledge	1 or more days prior to Quest Stage; in class	1 or more days prior to Quest Stage; in team collaboration space	20-30 minutes
Quest Stage: Complete a structured scavenger hunt	In class (one or more days following Preparation Stage)	In team collaboration space (one or more days following Preparation Stage)	20 – 45 minutes
Create Stage: Develop a scavenger hunt	In class on the same day as Quest Stage	In team collaboration space on the same day as Quest Stage	20-45 minutes
Showcase Stage: Share scavenger hunts so other teams can complete them and debrief	In class (one or more days following Create Stage)	In virtual collaboration space (one or more days following Create Stage)	45-75 minutes (note: may be assigned as homework)

Debriefing

Debriefing will take place following the showcase stage after student teams have completed multiple scavenger hunt opportunities. This time will allow students to reflect on the objectives of the exercise and identify how their experience met the objectives. It will also allow them to discuss barriers, e.g., language in academic articles. Some sample debrief questions include:

- What tools were most and least helpful in finding the scholarly articles?
- Were you surprised that academic literature addressed practical management issues? Why or why not?
- Did you feel your team became more skilled at research because of this exercise? Will this be beneficial in the future?
- Looking toward the future or even your time as a student, would you want to be a part of academic research aimed at journal publication?
- Considering your role as a manager, how will you use the knowledge gained from this experience to better inform your work?

- Thinking about human resource management, in what areas of practice would scholarly works help to inform practice? For example, would research articles help in determining how a dress code change would affect organizational culture?

Conclusion

The Quest and Create exercise introduces academic research via an interesting quest through management literature. Using a team scavenger hunt, students became familiar with library journal databases and search tools. The hunt demonstrates practical management concepts through the lens of empirical research. This experiential exercise contributes toward evidence-based practice and students have the opportunity to see how management concepts are applied. The steps within the exercise encourage creativity, help increase management literacy, facilitate teamwork, and address the current research-practice gap. Importantly, students have a positive team experience which generates enthusiasm and interest in finding and applying management literature.

The Quest and Create exercise has been used in undergraduate classes multiple times with class sizes ranging from 35-45 students. Quotes collected anonymously in a survey from student teams participating in the activity, while anecdotal, offer support for the use of the experiential activity to increase academic literacy skills. One student stated, "I liked how involved each class was with my team and the discussions we had in class. The research aspect was great and since I hadn't taken a class with research assignments, this was very helpful for future skills." Another commented on the value of reading scholarly articles, "It was really helpful to learn how to read through peer-reviewed articles and how to properly cite my work." Finally, the building of skills was highlighted by a student, "I really enjoyed how we were able to craft arguments using peer-reviewed research. It is going to be super helpful once I get into the workforce and have an idea for improvements."

_____

Rebecca Wyland is an associate professor of management. She earned her Ph.D. at the University of Wisconsin – Milwaukee and an M.S. from Roosevelt University. Her teaching interests are human resource management, organizational behavior, and business ethics. Research interests include work-family balance, emotional intelligence, and business ethics. **Nancy Hanson-Rasmussen** is an associate professor of management and holds an Ed.D. from the University of St. Thomas (MN) and an MBA from the University of Wisconsin – Eau Claire. Her research interests are diversity, ethics and corporate social responsibility, and educational pedagogy. She teaches courses in diversity and leadership. **Brent Opall** is an assistant professor who teaches strategic management. He earned his Ph.D. from the University of Minnesota in organizational leadership and policy development. His research interests include corporate social responsibility, mergers and acquisitions, and corporate strategy. Contact: wylandr@uwec.edu.

References

Aguinis, H., Banks, G. C., Rogelberg, S. G., & Cascio, W. F. (2020). Actionable recommendations for narrowing the science-practice gap in open science. *Organizational Behavior and Human Decision Processes*, *158*, 27-35. https://doi.org/10.1016/j.obhdp.2020.02.007

Akella, D. (2010). Learning together: Kolb's experiential theory and its application. *Journal of Management and Organization, 16* (1), 100-112. https://doi.org/10.5172/jmo.16.1.100

American Psychological Association. (2010). *Publication manual of the American Psychological Association (7th Ed)*. American Psychological Association.

Banks, G. C., Barnes, C. M., & Jiang, K. (2021). Changing the conversation on the science–practice gap: An adherence-based approach. *Journal of Management*, *47*(6),1347-1356. https://doi.org/10.1177/0149206321993546

Banks, G. C., Pollack, J. M., Bochantin, J. E., Kirkman, B. L., Whelpley, C. E., & O'Boyle, E. H. (2016). Management's science-practice gap: A grand challenge for all stakeholders. *Academy of Management Journal*, *59*(6), 2205-2231. https://doi.org/10.5465/amj.2015.0728

Bansal, P., Bertels, S., Ewart, T., MacConnachie, P., & O'Brien, J. (2012). Bridging the research-practice gap. *Academy of Management Perspectives*, 26(1), 73–92. https://doi.org/10.5465/amp.2011.0140

Burke, L. A., & Rau, B. (2010). The research-teaching gap in management. *Academy of Management Learning & Education, 9*(1), 132-143. https://doi.org/10.5465/amle.9.1.zqr132

Chong, S., Huang, Y., & Chang, C. H. D. (2020). Supporting interdependent telework employees: A moderated-mediation model linking daily COVID-19 task setbacks to next-day work withdrawal. *Journal of Applied Psychology*, *105*(12), 1408-1422. https://doi.org/10.1037/apl0000843

Deadrick, D. L., & Gibson, P. A. (2007). An examination of the research-practice gap in HR: Comparing topics of interest to HR academics and HR practitioners. *Human Resource Management Review,* 17(2), 131-139. https://doi.org/10.1016/j.hrmr.2007.03.001

Eriksson P., & Kovalainen A. (2015). *Qualitative Methods in Business Research (2nd Ed.)*. Sage.

Fujimoto, Y., Hagel, P., Turner, P., Kattiyapornpong, U., & Zutshi, A. (2011). Helping university students to "read" scholarly journal articles: The benefits of a structured and collaborative approach. *Journal of University Teaching & Learning Practice*, 8(3), Article 6. https://ro.uow.edu.au/jutlp/vol8/iss3/6

Harrington, I. A., Grisham, W., Brasier, D. J., Gallagher, S. P., Gizerian, S. S., Gordon, R. G., Hagernauer, M. H., Linden, M. L., Lom, B., Olivo, R., Sandstrom, N. J., Stough, S., Vilinsky, I., & Wiest, M. C. (2015). An instructor's guide to (some of) the most amazing papers in neuroscience. *Journal of Undergraduate Neuroscience Education,* 14(1), R3-R14. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4640495/

Hoskins, S. G., Stevens, L. M., Nehm, R. H. (2007). Selective use of the primary literature transforms the classroom into a virtual laboratory. *Genetics*, 176(3), 1381- 1389. https://doi.org/10.1534/genetics.107.071183

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.

Merriam -Webster. (2021). Antecedent. In Merriam-Webster.com. https://www.merriam-webster.com/dictionary/antecedent

Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. *International Journal of Lifelong Education*, *19*(1), 54–72. https://doi.org/10.1080/026013700293458

Pfeffer, J., Sutton, R. I. (2006). *Hard facts, dangerous half-truths and total nonsense: Profiting from evidence-based management*. Harvard Business School Press.

Rynes, S., Colbert, A., & Brown, K. (2002). HR professionals' beliefs about effective human resource practices: Correspondence between research and practice. *Human Resource Management, 41,* 149 –174.

Rynes, S., Giluk, T., & Brown, K. (2007). The very separate worlds of academic and practitioner periodicals in human resource management: Implications for evidence-based management. *Academy of Management Journal, 50*(5), 987-1008. https://doi.org/10.5465/amj.2007.27151939

Schaller, T. K. (2020). Exploring the marketplace: Scavenger hunts as field-based experiential Learning. *Marketing Education Review*, *30*(2), 118-124. https://doi.org/10.1080/10528008.2020.1755602

Schindler, P. (2018). *Business research methods* (13th ed). McGraw-Hill.

Song, Y., & Gao, J. (2020). Does telework stress employees out? A study on working at home and subjective well-being for wage/salary workers. *Journal of Happiness Studies*, *21*(7), 2649-2668. https://doi.org/10.1007/s10902-019-00196-6

Stark, R. K., Opuda, E., McElfresh, J., & Kauffroath, K. (2021). Scavenging for evidence: A systematic review of scavenger hunts in academic libraries. *The Journal of Academic Librarianship*, *47*(3). https://doi.org/10.1016/j.acalib.2021.102345

Taylor, V. F., Stickney, L. T., DeMarr, B. J., & Fender, C. M. (2020). Improving academic literacy in the management classroom: Are your students lost in translation? *Management Teaching Review*, *6*(3), 237-250. https://doi.org/10.1177/2F2379298119900156

Tracey, J. B. (2014). A review of human resource management research. *International Journal of Contemporary Hospitality Management, 25*(5). 679-705. https://DOI:10.1108/IJCHM-02-2014-0056

Van de Ven, A. H. (2007). *Engaged scholarship: A guide for organizational and social research*. Oxford University Press on Demand.

Weideman, A. (2018). Academic literacy: Five new tests. Geronimo Distribution. https://albertweideman.files.wordpress.com/2018/03/academic_literacy_aql_practice_tests_and_answers.pdf

Weathington B. L., Cunningham C. J. L., & Pittenger D. J. (2012). *Understanding business research.* John Wiley & Sons, Inc.

Appendix A
Index of Terms and Definitions

Directions for use: There are several ways in which the instructor can use this appendix. These include presenting the information to the class before the exercise, providing students this information as a handout, or both.

Term	Definition
Abstract	An abstract is a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of an article quickly, and like a title, it enables persons interested in the document to retrieve it from abstracting and indexing databases (American Psychological Association [APA], 2010, pg. 25).
Antecedent	A preceding event, condition, or cause (Merriam -Webster, 2021).
Archival copy	Also known as "version of record" is the most current and most authoritative information (APA, 2010, pg. 181).
Bias	Systematic error introduced into sampling or testing by selecting or encouraging one outcome or answer over others (Merriam-Webster, 2021) or in language scientific writing must be free of implied or irrelevant evaluation of the group or groups being studied (APA, 2010, pg. 70).
Bibliography	The works or a list of the works referred to in a text or consulted by the author in its production (Merriam -Webster, 2021) or a secondary source that helps locate a book, article, photograph, etc., (Schindler, 2018, pg. 578).
Case study	An empirical research method for which the researcher examines the history and behavior of a single person. In some situations, the researcher will use the case study to describe a patient's reaction to treatment (Weathington et al., 2012, pg. 101).
Citation	Providing credit to individuals whose ideas, theories, or research have directly influenced your work which provides background

Term	Definition
	information, critical information, and data and implies you have personally read the cited work (APA, 2010, pg. 169).
Construct validity	The ability of a test to measure the variable or construct it was designed to measure (Weathington et al., 2012, pg. 69).
Content validity	The degree to which a test appears to be valid to experts familiar with the variables being measured (Weathington et al., 2012, pg. 69).
Criterion-related validity	Empirical data demonstrating the relationship between a predictor and criterion (Weathington et al., 2012, pg. 69).
Data	Raw, unprocessed facts in the form of numbers, text, pictures, or video collected by either quantitative or qualitative means (Schindler, 2018, pg. 580).
Direct quote	Reproduction word for word of material directly quoted from another author's work or your own previously published work (APA, 2010 pg. 170).
Peer review	Part of the editorial process for professional books and journals in which professionals in the area review a manuscript for its scientific merits (Weathington et al., 2012, pg. 155).
et al.	Originating from the Latin phrase meaning "and others" and is commonly found in scholarly writing, especially when used to avoid having to list multiple different authors in a bibliography or footnote (Merriam -Webster, 2021).
Empirical analysis	Using observation and research methods involving the gathering of data to help with identifying answers to research questions (Weathington et al., 2012, pg. 20).
Face validity	The degree to which a test appears to be valid to the people taking the test (Weathington et al., 2012, pg. 69).
Footnote	Used to provide additional content or to acknowledge copyright permission status (APA, 2010 pg. 37).

Term	Definition
External validity	The degree to which we can generalize the results and conclusions reached with a sample to the population (Weathington et al., 2012, pg. 101).
Hypothesis	A specific prediction about the relationships among variables based on theory or previous research (Weathington et al., 2012, pg. 42).
In press	An article that has been accepted for publication but has not yet been published (APA, 2010 pg. 185).
In-text citation	A style in which citation briefly identifies the source for readers and enables them to find the full source of information in the alphabetical reference list at the end of the article (APA, 2010 pg. 174).
Literature search	A review of books, articles in journals or professional literature, research studies, and web-published materials that relate to the management dilemma, management question, or research question (Schindler, 2018, pg. 584).
Manuscript	A document submitted for publication (Merriam -Webster, 2021).
Mediator	exhibiting indirect causation, connection, or relation (Merriam - Webster, 2021).
Method	A theoretically informed way, or technique, for collecting and analyzing empirical data (Ericksson & Kovalainen, 2015, pg. 328).
Measurement	The process of converting observations to numbers using a set of rules (Weathington et al., 2012, pg. 21).
Paraphrasing	Summarize a passage or rearrange the order of a sentence and change some of the words (APA, 2010 pg. 15).
Peer-reviewed	Circulation and discussion of the manuscript. Often considered confidential, in which the original work is reviewed by scholars in the field who in turn provide feedback to a journal editor concerning the quality of the work (APA, 2010 pg. 225).

Term	Definition
Primary sources	A class of text resources that includes original research reports (Weathington et al., 2012, pg. 155).
Qualitative research	Nonquantitative data collection used to increase an understanding of a topic (Schindler, 2018, pg. 587).
Quantitative research	The precise count of some behavior, knowledge, opinion, or attitude (Schindler, 2018, pg. 587).
Research design	A procedure or plan for collecting data that will answer one or more empirical questions (Weathington et al., 2012, pg. 102).
Research journal	A periodic publication that contains original research articles, summaries, and commentaries. The editorial board consists of fellow researchers who have expertise on the primary topic of the journal (Weathington et al., 2012, pg. 155).
Scholarly Journals	Scholarly journals are periodicals that follow a specific process called *peer review* when deciding which articles they will publish. Publishing research work in scholarly journals is one of the main modes of scientific communication and an efficient way of disseminating research results to other academic researchers (Ericksson & Kovalainen, 2015, pg. 313).
Validity	The degree to which a test measures what it is supposed to measure (Weathington et al., 2012, pg. 70).

Appendix B
Scavenger Hunt Examples

Prep Work	Sample Answer
1. Identify the specific practice your team identified	Telecommuting /Telework
2. Identify three academic journal articles that found empirical support for (or against) the specific practice your team identified. Note: Make sure the full article can be opened in your library or on Google Scholar.	1. Delanoeije, J., Verbruggen, M., & Germeys, L. (2019). Boundary role transitions: A day-to-day approach to explain the effects of home-based telework on work-to-home conflict and home-to-work conflict. *Human Relations*, *72*(12), 1843-1868. 2. Chong, S., Huang, Y., & Chang, C. H. D. (2020). Supporting interdependent telework employees: A moderated-mediation model linking daily COVID-19 task setbacks to next-day work withdrawal. *Journal of Applied Psychology*, *105*(12), 1408. 3. Song, Y., & Gao, J. (2020). Does telework stress employees out? A study on working at home and subjective well-being for wage/salary workers. *Journal of Happiness Studies*, *21*(7), 2649-2668.
3. Synthesize the findings and explain the method the authors of each of the three articles used in their study.	Answers will vary depending on the identified topic. The following is provided as a sample answer about one article. Song & Gao (2020) examined subjective well-being among employees working at home versus going to a workplace. Results from a supplementary survey suggest bringing work home on weekdays decreases happiness and teleworking on weekends increases stress.

Create a Scavenger Hunt for Dissemination Example

Steps

---

1. Locate and open the following three articles:

   A. Delanoeije, J., Verbruggen, M., & Germeys, L. (2019). Boundary role transitions: A day-to-day approach to explain the effects of home-based telework on work-to-home conflict and home-to-work conflict. *Human Relations*, *72*(12), 1843-1868.
   B. Chong, S., Huang, Y., & Chang, C. H. D. (2020). Supporting interdependent telework employees: A moderated-mediation model linking daily COVID-19 task setbacks to next-day work withdrawal. *Journal of Applied Psychology, 105*(12), 1408.
   C. Song, Y., & Gao, J. (2020). Does telework stress employees out? A study on working at home and subjective well-being for wage/salary workers. *Journal of Happiness Studies*, *21*(7), 2649-2668

---

2. Synthesize the findings and determine which organizational practice the articles were providing support for (or against).

   Sample Answers

   The common theme of these articles is teleworking. The results from Delanoeije et al., (2019) provided some support for teleworking in certain situations. For example, the authors found that workers who telework from home have less work-to-home conflict meaning their work is not highly interrupted. However, these same authors cautioned that workers can be more interrupted by work after the regular workday when they telework. Further, teleworkers seem to experience more home-to-work conflict when things they do at home are interrupted by work (Delanoeije et al., 2019).

The other two articles (Chong et al., 2020; Song & Gao, 2020) investigated teleworking during the COVID-19 pandemic. Chong et al., (2020) supported their hypothesis that COVID-19 setbacks create a resource loss process, which can prompt an increase in employee end-of-day emotional exhaustion and next-day withdrawal behaviors for teleworkers. Further, the findings from Song and Gao (2020) did not find support for teleworking. Instead, their results suggest that teleworking on weekdays is associated with less happiness, and teleworking on weekends is associated with more stress when compared to working in the workplace.

In sum, the findings from these three studies suggest that managers may want to be cautious about decisions about teleworking. When situational factors are favorable, teleworkers may be able to experience lower levels of work-to-home conflict (Delanoeije et al., (2019). However, other outcomes such as stress, happiness, emotional exhaustion, and withdrawal behaviors may also be impacted if situational factors are not favorable (Chong et al., 2020; Song & Gao, 2020).

Appendix C
Potential Scavenger Hunt Variations

- Require student teams to utilize at least one academic article from an author of their course textbook or instructors from their own university.

- Provide incentives for student groups who create especially helpful scavenger hunts.

- Have student teams draw a concept from a hat that will direct the focus of their scavenger hunt.

- Organize students by major and focus the quest on career-specific searches (e.g., topics important to careers in benefits, recruitment, compensation, HRIS, employee relations, etc.).

- Have students identify scholarly articles that share a contrasting opinion on the same topic -- especially if they can find an author who specifically cites a previous work to which they offer a different opinion.

- If using with managers, ask them to identify a current challenge or workplace issue they wish to explore more, and focus the quest and create exercise around said issue.

- Ask teams to identify plausible future research directions or explain research limitations for the studies.

- Ask teams to develop a research-based methodology for approaching an HR problem they have experienced or may encounter.

- Ask teams to work with or identify one specific organization and find peer-reviewed articles to support their real-world organizational practice.

Appendix D
Potential Scavenger Hunts (Using the Taylor et al. (2020) article)

Scavenger Hunt Activities	Possible Answers
1. Find the Taylor et al. (2020) article, read the article, then explain (in your own words) what academic literacy is.	Students may discuss that academic literacy is the ability to read and write about academic information. They may also provide some specific skills such as understanding academic terms, or interpreting, processing, or applying academic information
2. Use the Taylor et al. (2020) article to identify three barriers to academic literacy	Several barriers to academic literacy are discussed in the article, including challenging assignments, lack of context, puzzling theoretical models, the structure of scholarly research papers, and introduction of new vocabulary
3. Identify the second paragraph under the Theoretical Background section of page 2 in the Taylor et al., (2020) article. Use this paragraph to complete the following sentence: Students and Managers could benefit by using research evidence and information in scholarly articles to ____.	Make managerial decisions, make decisions, make organizational decisions, improve job performance, or make jobs better
4. Find the Deadrick & Gibson (2007) article that is referenced in Taylor et al., (2020). Use the final paragraph of the introduction section (Deadrick & Gibson, 2007, p. 132) to identify the two research questions of the study	A. "Is there a gap between the topics of interest to HR academics and professionals?" B. "What is the magnitude of the gap?"
5. Use the results section (p. 133-135) of Deadrick & Gibson (2007) to explain the findings of the two research questions.	Yes, a gap exists. The largest gap occurred within the topics of Compensation and Reward. There are also large gaps pertaining to OB & Motivation, HR Department, Job Performance, Strategic HR, Technology, Global, Teams.
6. Use Appendix A of the Deadrick and Gibson (2007) article to identify a specific practice your team will use as the central theme for the Quest and Create Experiential Exercise. [**Note:** Instructors may decide to let student teams research a practice that is not listed (e.g., telecommuting).]	There are several, but examples include job design, job analysis, variable pay, ethical climate/culture, 360-degree systems, incentives, mentoring, and newcomer orientation