

UNIVERSITY OF NORTH TEXAS
COLLEGE OF BUSINESS ADMINISTRATION

MGMT 6860 SEMINAR IN HUMAN RESOURCE MANAGEMENT

Syllabus
Fall 2016

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Conference Hours	Tuesdays 9:30am – 12:30pm Or by appointment

DESCRIPTION

MGMT 6860 is a doctoral seminar that explores classical and state-of-the-art research topics in human resource management (HRM). In general, this seminar emphasizes theory and research on the micro foundations of the discipline. However, we also examine the link between HRM practices and firm performance.

OBJECTIVES

Upon completing this course students should be able to:

1. Articulate basic research themes, challenges and controversies related to employee selection, training, employee retention, performance management, compensation, work design, and strategic human resource management.
2. Understand and apply an expanded range of research methodologies for conducting research in HRM as well as other management-related disciplines.
3. Formulate new research questions and hypotheses relating to HRM
4. Analyze and critique HRM-related constructs and practices in terms of theory, methodology, and/or utility.

TEXTBOOK & READINGS

Weekly readings will be available online (see schedule of readings). In addition, students with little or no background in this area are encouraged to purchase or borrow a standard textbook in Human Resource Management (e.g. Noe, Hollenbeck,

Gerhart, & Wright, 10e). A textbook can be useful to those of you who need to organize your thinking and create a “mental model” of HRM concepts and constructs.

REQUIREMENTS

Seminar Contributions. We will establish a schedule for *discussion leaders* for each class session. This does not entail a formal presentation; rather discussion leaders will be prepared to guide conversation during class. The goal is to stimulate an intellectual climate with active participation among all members of the seminar. To that end, discussion leaders should provide some synthesis and integration of the readings assigned for a given class. To assist in this process, a 4-8 page overview of the assigned readings should be prepared in advance of class and should be distributed to all class members on the day the readings are to be discussed.

As a member of the class, your principal responsibility is to immerse yourself into the field of human resource management and actively contribute to class discussions. Hence, you should read all of the articles and be prepared to put forward your views and criticisms of the readings. In effect, there is a “partnership” between discussion leaders and participants in which each accepts responsibility for creating lively debate and discussion. The discussion should not be mere chatter, but an informed (through study) and analytical dialogue among scholars. Consequently, evaluation of participation is a function of the quality and consistency of your contributions.

In sum, your grade on this aspect of the course is based on the quality and quantity of your contributions as a discussion leader and seminar participant over the entire term.

Course Paper.

The course paper can be based on a topic of your choosing that relates to themes and ideas from the course. You can use any number of formats including an empirical study (requires data), theoretical paper (propositions), research proposal (testable hypotheses), critical literature review, or meta-analytic review. The paper should be approximately 20 pages (12pt font, 1-inch margins, double-spaced, AMJ or APA style) plus references.

Exams

The format of exams may vary. In general, students can expect an in-class component that consists of 5-6 essay questions. However, the instructor may consider a take-home format (or combination) as well.

POLICIES

Class Attendance. Attendance is a strict requirement of the course. Excused absences (illness, death of immediate family member, trips sanctioned by University organizations, major religious holidays) are weighed in the evaluation decision. The instructor reserves the right to request verification of an excused absence.

Missing Exams. If you are unable to take an exam at the regularly scheduled time you must contact the instructor prior to the exam or no make-up opportunity will be provided. The instructor and the student jointly determine the schedule for a make-up exam.

Academic Integrity. Trust and honesty comprise the core values of academic integrity. To maintain the integrity of the learning process, the University of North Texas has an established policy on academic dishonesty. In general, penalties for academic dishonesty may be assessed at the instructor's discretion. This includes assigning a failing grade for the course. The student standards of academic integrity, categories of misconduct, and the policies governing of misconduct can be found at <http://vpaa.unt.edu/academic-integrity.htm>

ACCOMMODATION FOR DISABILITY

The College of Business Administration complies with the Americans with Disabilities Act (ADA) in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the ADA and would like to request an accommodation, please see the instructor as soon as possible but not later than the second week of the semester.

EVALUATION

Exam 1	20%
Exam 2	20%
Seminar Contributions	20%
Course Paper	40%
Total	100%

A = 90 – 100%, B = 80 – 89%, C = 70 – 79%, D = 60 – 69%, F = below 60%

KEYS TO SUCCESS

Write down all your ideas. As part of your doctoral experience you will be exposed to many scholars and valuable ideas both inside and outside of classes. During the course (and your doctoral career) keep a notebook for recording interesting thoughts and insights. These seeds may develop into your next paper, research project or dissertation!

Welcome criticism. The criticism of peers is the primary means of building a strong knowledge base and improving one's research. Develop a healthy appreciation of criticism. Take notes so you can return and think about debates and disagreements that arise in class and other scholarly venues.

Act like an assistant professor. Essentially this means you should spend a lot of your time writing (particularly with the aim to publish), managing multiple research projects, collaborating with peers and professors, and fully contributing to a climate of scholarship in your program.

COURSE SCHEDULE

Aug 30	Course Overview
Sept 6	Measurement
Sept 13	Recruitment of Human Capital
Sept 20	Selection & Prediction 1
Sept 27	Selection & Prediction 2
Oct 4	Selection & Prediction 3
Oct 11	Work Design
Oct 18	Exam 1
Oct 25	Socializing Employees
Nov 1	Training & Development
Nov 8	Performance Management
Nov 15	Separation & Retention
Nov 22	Compensation
Nov 29	Impact of HRM 1
Dec 6	Impact of HRM 2
Dec 13	Exam 2

READINGS

Measurement

Binning, J. F. & Barrett, G. V. (1989). Validity of personnel decisions: A conceptual analysis of the inferential and evidential bases. *Journal of Applied Psychology, 74*, 478-494.

Cronbach, L.J. & Meehl, P.E. 1955. Construct validity in psychological tests. *Psychological Bulletin, 52*, 281-301.

Cizek, G. J. (2012). Defining and distinguishing validity: Interpretations of score meaning and justifications of test use. *Psychological Methods, 17*, 31-43.

Schmidt, F.L., Hunter, J.E., McKenzie, R. C., & Muldrow, T. W. 1979. Impact of valid selection procedures on work-force productivity. *Journal of Applied Psychology, 64*, 609-626.

Cabrera, E. F. & Raju, N. S. (2001). Utility analysis: Current trends and future directions. *International Journal of Selection and Assessment, 9*, 92-102.

Schmidt, F.L. & Hunter, J.E. 1977. Development of a general solution to the problem of validity generalization. *Journal of Applied Psychology, 62*, 529-540.

LeBreton, J. M., Scherer, K. T., & James, L. R. (2014). Corrections for Criterion Reliability in Validity Generalization: A False Prophet in a Land of Suspended Judgment. *Industrial and Organizational Psychology, 7*, 478-500.

Recruitment of Human Capital

Baur, J.E., Buckley, M. R., & Bagdasarove, Z. (2014). A historical approach to realistic job previews: An exploration into their origins, evolution, and recommendations for the future. *Journal of Management History, 20*, 200-223.

Breaugh, J.A. (2008). Employee recruitment: Current knowledge and important areas for future research. *Human Resource Management Review, 18*, 103-118.

Chapman, D.S., Uggerslev, K.L., Carroll, S.A., Piasentin, K.A., & Jones, D.A. 2005. Applicant attraction to organizations and job choice: A meta-analytic review of the correlates of recruiting outcomes. *Journal of Applied Psychology*, **90**, 928-944.

Dineen, B.D. & Allen, D.G. (2016). Third party employment branding: Human capital inflows and outflows following 'Best Places to Work' certifications. *Academy of Management Journal*, **59**, 90-112.

Ehrhart, K.H. & Ziegert, J.C. 2005. Why are individuals attracted to organizations? *Journal of Management*, **31**, 901-919.

Jones, D. A., Willness, C.R., & Madey, S. (2014). Why are job seekers attracted by corporate social performance? Experimental and field tests of three signal-based mechanisms. *Academy of Management Journal*, **57**, 383-404.

Rynes, S.L. & Barber, A.E. 1990. Applicant attraction strategies: An organizational perspective. *Academy of Management Review*, **15**, 286-310.

Selection & Prediction Part 1 (*Interviews, Biodata, Cognitive Ability*)

Breaugh, J. A. (2009). The use of biodata for employee selection: Past research and future directions. *Human Resource Management Review*, **19**(3), 219-231.

Gonzalez-Mulè, E., Mount, M.K., Oh, I. (2014). A meta-analysis of the relationship between general mental ability and nontask performance. *Journal of Applied Psychology*, **99**, 1222-1243.

Lyons, B. D., Hoffman, B. J. & Michel, J. W. (2009). Not much more than g? An examination of the impact of intelligence on NFL performance. *Human Performance*, **22**, 225-245.

Macan, T. (2009). The employment interview: A review of current studies and directions for future research. *Human Resource Management Review*, **19**(3), 203-218.

Roth, P. L., Bobko, P., Iddekinge, C. H. V. & Thatcher, J. B. (2016). Social media in employee selection-related decisions: A research agenda for uncharted territory. *Journal of Management*, **42**, 269-298.

Roulin, N., Bangerter, A., & Levashina, J. (2015). Honest and deceptive impression management in the employment interview: Can it be detected and how does it impact evaluations? *Personnel Psychology*, *68*, 395-444.

Schmidt, F. L. (2002). The role of General Cognitive Ability and Job Performance: Why there cannot be a debate. *Human Performance*, *15(1-2)*, 187-210.

Selection & Prediction Part 2 (Work Sample tests, SJT, Assessment Center)

Kuncel, N. R., & Sackett, P. (2014). Resolving the assessment center construct validity problem (as we know it). *Journal of Applied Psychology*, *99(1)*, 38-47.

Lievens, F. & Patterson, F. (2011). The validity and incremental validity of knowledge tests, low-fidelity simulations, and high-fidelity simulations for predicting job performance in advanced-level high-stakes selection. *Journal of Applied Psychology*, *96(5)*, 927-940.

Putka D. J., & Hoffman B. J. (2013). Clarifying the contribution of assessee-, dimension-, exercise-, and assessor-related effects to reliable and unreliable variance in assessment center ratings. *Journal of Applied Psychology*, *98(1)*, 114–33.

Roth, P. L., Bobko, P., & McFarland, L. A. (2005). A meta-analysis of work sample test validity: Updating and integrating some classic literature. *Personnel Psychology*, *58*, 1009-1037.

Whetzel, D. L. & McDaniel, M. A. (2009). Situational judgment tests: An overview of current research. *Human Resource Management Review*, *19*, 188-202.

Thorton, G. C. & Gibbons, A. M. (2009). Validity of Assessment centers for personnel selection. *Human Resource Management Review*, *19(3)*, 169-187.

Selection & Prediction Part 3 (Personality & Integrity Tests)

Berry, C. M., Sackett, P. R., & Wiemann, S. (2007). A review of recent developments in integrity test research. *Personnel Psychology*, *60*, 271-301.

- Fine, S., Nevo, B., Hemi, M. (2012). Pre-employment integrity testing in Israel: A validation study. *Journal of Organizational Psychology*, *12(1)*, 79-92.
- Iliescu, D., Ilie, A., & Ispas, D. (2011). Examining the criterion-related validity of the employee screening questionnaire: A three-sample investigation. *International Journal of Selection and Assessment*, *19(2)*, 222-228.
- Li, N., Barrick, M. R., Zimmerman, R. D., & Chiaburu, D. S. (2014). Retaining the productive employee: The role of personality. *The Academy of Management Annals*, *8(1)*, 347-395.
- Shaffer, J. A., & Postlethwaite, B. E. (2012). A matter of context: A meta-analytic investigation of the relative validity of contextualized and noncontextualized personality measures. *Personnel Psychology*, *65(3)*, 445-494.
- Van Iddekinge, C. H., Roth, P. L., Raymark, P. H., & Odle-Dusseau, H. N. (2012). The criterion related validity of integrity tests: An updated meta-analysis. *Journal of Applied Psychology*, *97(3)*, 499-530.

Work Design

- Cordery, J. L., Morrison, D., Wright, B. M., & Wall, T. D. (2010). The impact of autonomy and task uncertainty on team performance: A longitudinal field study. *Journal of Organizational Behavior*, *31*, 240-258.
- DeVaro, J., Li, R., & Brookshire, D. (2007). Analyzing the job characteristics model: new support from a cross-section of establishments. *International Journal of Human Resource Management*, *18*, 986-1003.
- Grant, A. M. & Parker, S. K. (2009). Redesigning work design theories: The rise of relational and proactive perspectives. *The Academy of Management Annals*, *3(1)*, 317-375.
- Morgeson, F. P. Johnson, M. D., Campion, M. A., Medsker, G. J., & Mumford, T. V. (2006). Understanding reactions to job redesign: A quasi-experimental investigation of the moderating effects of organizational context on perceptions of performance behavior. *Personnel Psychology*, *59*, 333-363.

Oldham, G. R. & Hackman J. R. (2010). Not what it was and not what it will be: The future of job design research. *Journal of Organizational Behavior*, *31*, 463-479.

Tims, M., Bakker, A. B., Derks, D., & van Rhenen, W. (2012). Job Crafting at the Team and Individual Level: Implications for Work Engagement and Performance. *Group & Organization Management*, *38*, 427-454,

Socializing Employees

Allen, D.G. 2006. Do organizational socialization tactics influence newcomer embeddedness and turnover? *Journal of Management*, *32*, 237-256.

Bauer, T.N., Bodner, T., Erodgan, B., Truxilo, D.M., & Tucker, J.S. 2007. Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology*, *92*, 707-721.

Cable, D. M., Gino, F., & Staats, B. R. (2013). Breaking them in or eliciting their best? Reframing socialization around newcomers' authentic self-expression. *Administrative Science Quarterly*, *58(1)*, 1-36.

Fang, R., Duffy, M.K., & Shaw, J.D. 2011. The organizational socialization process: Review and development of a social capital model. *Journal of Management*, *37*, 127-151.

Louis, M. R. 1980. Surprise and sense making: What newcomers experience in entering unfamiliar organizational settings. *Administrative Science Quarterly*, *25*, 226-251.

Kammeyer-Mueller, J.D. & Wanberg, C.R. 2003. Unwrapping the organizational entry process: Disentangling multiple antecedents and their pathways to adjustment. *Journal of Applied Psychology*, *88*, 779-794.

Klein, H. J. & Weaver, N. A. (2000). The effectiveness of an organizational-level training program in the socialization of new hires. *Personnel Psychology*, *53*, 47-66.

Training and Development

- Aguinis, H. & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, *60*, 451-474.
- Gully, S. M., Payne, S. C., Koles, K. L. K., Whiteman, J. K. (2002). The impact of error training and individual differences on training outcomes: An attribute-treatment interaction perspective. *Journal of Applied Psychology*, *87(1)*, 143.
- Saks, A. M., & Burke, L. A. (2012). An investigation into the relationship between training evaluation and the transfer of training. *International Journal of Training and Development*, *16(2)*, 118-127.
- Salas, A., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The science of training and development in organizations: What matters in practice? *Psychological Science in the Public Interest*, *13(1)*, 74-101.
- Sitzmann, T., Kraiger, K., Stewart, D. & Wisher, R. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. *Personnel Psychology*, *59*, 623-664.
- Sitzmann, T., Weinhardt, J. M. (2015). Training engagement theory: A multilevel perspective on the effectiveness of work-related training. *Journal of Management*, *1-25*, DOI: 10.1177/0149206315574596.

Performance Management

- Curtis, A. B., Harvey, R. D., & Ravden, D. (2005). Sources of political distortions in performance appraisals: Appraisal purpose and rater accountability. *Group and Organization Management*, *30(1)*, 42-60.
- Denisi, A. S. & Sonesh, S. (2011). The appraisal and management of performance at work. In *APA Handbook of Industrial and Organizational Psychology*, Volume 2, S. Zedeck (Ed.). Washington, D.C.: APA.
- Heslin, P. A., Latham, G. P. & VandeWalle, D. (2005). The effect of implicit person theory on performance appraisals. *Journal of Applied Psychology*, *90(5)*, 842-856.

Kline, T. J. B. & Sulsky, L. M. (2009). Measurement and assessment issues in performance appraisal. *Canadian Psychology, 50*(3), 161-171.

Seymour, A., Campion, M., Colquitt, A., Grubb, A., Murphy, M., Ollander-Krane, R., & Pulakos, E. D. (2016). Getting Rid of Performance Ratings: Genius or Folly? A Debate. *Industrial and Organizational Psychology, 9*, 219-252.

Spence, J. R. & Keeping, L. M. (2010). The impact of nonperformance information on ratings of job performance: A policy capturing approach. *Journal of Organizational Behavior, 31*, 587-608.

Wong, K. F. E., & Kwong, J. Y. Y. (2007). Effects of rater goals on rating patterns: Evidence from an experimental field study. *Journal of Applied Psychology, 92*(2), 577-585.

Separation and Retention

Allen, D.G., Hancock, J.I., Vardaman, J.M., & Mckee, D.N. (2014). Analytical mindsets in turnover research. *Journal of Organizational Behavior, 35*, S61-S86 (IRIOP Annual Review Issue).

Becker, W. J. & Cropanzano, R. (2011). Dynamic aspects of voluntary turnover: An integrated approach to curvilinearity in the performance turnover relationship. *Journal of Applied Psychology, 96*(2), 233-246.

Berry, C. M., Lelchook, A. M., & Clark, M. A. (2012). A meta-analysis of the interrelationships between employee lateness, absenteeism, and turnover: Implications for models of withdrawal behavior. *Journal of Organizational Behavior, 33*, 678-699.

Holtom, B. C., Mitchell, T. R., Lee, T. W. (2008). Turnover and Retention Research: A glance at the past, a closer review of the present, and a venture into the future. *The Academy of Management Annals, 2*(1), 231-274.

Holtom, B. C., Tidd, S. T., Mitchell, T. R., & Lee, T. W. (2013). A demonstration of the importance of temporal considerations in the prediction of newcomer turnover. *Human Relations, 66*(10), 1337-1352.

Russell, C. J. (2013). Is it time to voluntarily turn over theories of voluntary turnover? *Industrial and Organizational Psychology: Perspectives on Science and Practice*, *6*, 156–173.

Swider, B. W., Boswell, W. R., & Zimmerman, R. D. (2011). Examining the job search-turnover relationship: The role of embeddedness, job satisfaction, and available alternatives. *Journal of Applied Psychology*, *96*(2), 432-441.

Compensation

Brown, M. P., Sturman, M. C. & Simmering, M. J. (2003). Compensation Policy and Organizational Performance: The efficiency, operational and financial implications of pay levels and pay structures. *Academy of Management Journal*, *46*(6), 752-762.

Fong, E. A., Misangyi, V. F., & Tosi, H. L. 2010. The effect of CEO pay deviations on CEO withdrawal, firm size and firm profits. *Strategic Management Journal*, *31*, 629-651.

Gerhart, B., Rynes, S. L., & Fulmer, I. S. (2009). Pay and performance: Individuals, Groups, and Executives. *The Academy of Management Annals*, *3*(1), 251-315.

Larkin, I., Pierce, L., & Gino, F. (2012). The psychological costs of pay-for-performance: Implications for the strategic compensation of employees. *Strategic Management Journal*, *33*, 1194-1214.

Nyberg, A. J., Fulmer, I. S., Gerhart, B., & Carpenter, M. A. (2010). Agency theory revisited: CEO return and shareholder interest alignment. *Academy of Management Journal*, *53*(5), 1029-1049.

Trevor, C. O., Reilly, G. & Gerhart, B. (2012). Reconsidering pay dispersion's effect on the performance of interdependent work: Reconciling sorting and pay inequality. *Academy of Management Journal*, *55*(3), 585-610.

Wowak, A. J., Hambrick, D. C., & Henderson, A. D. (2011). Do CEOs encounter within-tenure settling up? A multi-period perspective on executive pay and dismissal. *Academy of Management Journal*, *54*(4), 719-739.

The Impact of HRM 1

Becker, B., & Gerhart, B. 1996. The impact of human resource management on organizational performance: Progress and prospects. *Academy of Management Journal*, **39**, 779-801.

Becker, B. E., & Huselid, M. A. (2006). Strategic Human Resources Management: Where Do We Go From Here? *Journal of Management*, **32(6)**, 898.

Delaney, J.T., & Huselid, M.A. (1996). The impact of human resource management practices on perceptions of organizational performance. *Academy of Management Journal*, **39**, 949-969.

Huselid, M.A. 1995. The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, **38**, 635-672.

Huselid, Mark A; Jackson, Susan E; Schuler, Randall S. (1997). Technical and strategic human resource management effectiveness as determinants of firm performance. *Academy of Management Journal*, **40**, 171-188.

Wright, P.M., & McMahan, G.C. 1992. Theoretical perspectives for strategic human resource management. *Journal of Management*, **18**, 295-320.

The Impact of HRM 2

Barrick, M., Thurgood, G. R., Smith, T. A., & Courtright, S.H. (2015). Collective organizational engagement: Linking motivational antecedents, strategic implementation, and firm performance. *Academy of Management Journal*, **58**, 111-135.

Chadwick, C., Super, J. F; & Kwon, K. (2015). Resource orchestration in practice: CEO emphasis on SHRM, commitment-based HR systems, and firm performance. *Strategic Management Journal*, **36**, 360-376.

Jackson, S. E., Schuler, R. S., & Jiang, K. (2014). An aspirational framework for strategic human resource management. *The Academy of Management Annals*, **8(1)**, 1-56.

- Kaufman, B. E. (2012). Strategic Human Resource Management Research in the United States: A failing grade after 30 years? *Academy of Management Perspectives*, *26*(2), 12-36.
- Kim, Y., & Ployhart, R. E. (2014). The effects of staffing and training on firm productivity and profit growth before, during, and after the great recession. *Journal of Applied Psychology*, *99*(3), 361-389.
- Patel, P. C., Messersmith, J., & Lepak, D. (2013). Walking the tight-rope: An assessment of the relationship between high performance work systems and organizational ambidexterity. *Academy of Management Journal*, *56*, 1420–1442.
- Rabl, T., Jayasinghe, M., Gerhart, B., Kühlmann, T.M. (2014). A meta-analysis of country differences in the high-performance work system-business performance relationship: The roles of national culture and managerial discretion, *Journal of Applied Psychology*, *99*, 1011-1041.