

B796
Research Issues (HR and IR), PhD Seminar
Fall 2019 Course Outline

Human Resources and Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This seminar will provide exposure to the **research** issues and readings in select areas of the field of human resources management, with a primary emphasis on developing and sustaining a high-performance work system. A **critical** review and in-depth analysis of the HR research literature as covered in this course will provide a “state-of-the-art” knowledge of select research topics and issues in the field of HRM. This in turn should assist you in identifying a dissertation topic.

INSTRUCTOR AND CONTACT INFORMATION

Rick D. Hackett
Instructor
hackett@mcmaster.ca
Office: RJC 424
Office Hours: By appointment
Tel: (905) 525-9140 x28193
Class Dates: Thursdays (from September 12th – October 17th)
Class Times: 1:00 p.m. to 4:00 p.m.
Class Location: DSB 421

COURSE DESCRIPTION

This seminar focuses on current research issues in Human Resources Management (HRM). It is intended to build your knowledge of emerging research issues in the field, and to strengthen your skills in performing in-depth and critical analyses of relevant journal articles and monographs. This critical analysis will include assessing research design, methods, conclusions, and contributions of each article. By the end of this seminar you will have obtained a rich and deep understanding of several current and pressing HR issues from which you can build your own program of research.

Prerequisite: *B792

LEARNING OUTCOMES

The **critical** review and in-depth analysis of the HR research literature will provide you a “state-of-the-art” knowledge of research issues in the field and assist you in identifying a dissertation topic. Further, this seminar will help build your skills in critically evaluating empirical research and theories in the field of HR.

REQUIRED COURSE MATERIALS AND READINGS

See Readings List below. Readings are subject to change weekly.

EVALUATION

Components and Weights

Class Presentation and Participation	30%
Term Paper	50%
Total	100%

Course Deliverables

Class Presentation and Participation

Participation will be assessed on your preparation for, and discussion within, each class. You are to decide among yourselves who is to be responsible for *leading discussion* on which assigned reading.

As the “lead” on the articles, you are to come to class with a summary for your reading, one that: (a) identifies the key objectives of your article and its key findings/conclusions; (b) *critical and constructive commentary on the contribution of the article to scholarship and practice*; (c) *suggestions for future research*; and (d) questions to stimulate discussion.

Your summary is to be submitted to me no later than 7:00 p.m. on the day before each seminar. I have kept readings to 3 articles per week expecting that you will read all three. It is critical to do so to fully and constructively engage in discussions, and so that you can devote time weekly to your term project.

For each article *each of you* (not just the person leading the discussion) is to speak to the strengths and limitations of the paper and share your ideas for future research, offering *at least two research questions* reflecting important issues and why you view them as especially promising. These ideas are to be your own, and not taken from the suggestions for future research provided by the author of the paper.

Term Paper (Due Date TBA)

Please prepare a term paper that offers a *critical* review of current *thinking* and *application* with respect to the use of talent analytics (“Big Data”) in human resources/talent management. You are to include both the popular and academic literature in this review; and consider both the present and the future. As for the latter, please *envision* how data analytics could play an increasingly prominent role in the management of high-performance work systems, including, but not restricted to, recruitment, assessment, selection, socialization, performance management, and, more generally decision making. At the same time, recognize caveats in a large-scale roll-out and adoption of talent analytics platforms. Please include a minimum of *two* promising research ideas that emerge from your review (not concrete, detailed research proposals as such). Provide compelling reasons why you believe that your ideas have merit. The paper should be *written with the aim of it being suitable for submission for review* at one of following peer-reviewed journals -- Organizational Dynamics, Business Horizons, Human Resource Management Review, Human Resource Management, It is highly recommended that you work on this term paper weekly to be able to meet the requirements of this project, as a quality, well-thought out submission is expected.

Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

Grade	Points	Equivalent Percentages
A+	12	90 – 100
A	11	85 – 89
A-	10	80 – 84
B+	9	77 – 79
B	8	73 – 76
B-	7	70 – 72
F	0	69 and under

ACADEMIC DISHONESTY

It is the student’s responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that result or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general

guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

<http://www.mcmaster.ca/academicintegrity>

STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

RESEARCH USING HUMAN SUBJECTS

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge and understanding. As a research-intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca/eng/policy-politique/tcps-eptc/>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants follow the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing

information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://www.mcmaster.ca/ors/ethics>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

MISSED ACADEMIC WORK

Late assignments will not be accepted. No extensions are available except under extraordinary circumstances. Please discuss any extenuating situation with your instructor at the earliest possible opportunity.

POTENTIAL MODIFICATION TO THE COURSE

The instructor reserves the right to modify elements of the course during the term. There may be changes to the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

COURSE SCHEDULE READING LIST

Assigned readings to be read for class; recommended readings to be read for comprehensive exams.

SESSION AND TOPIC	ARTICLES
Week 1: HR Systems and Organizational Performance	<p><u>Assigned:</u></p> <p>Kehoe, R.R. & Wright, P.M. (2013). The impact of high-performance human resource practices on employees' attitudes and behaviors. <u>Journal of Management</u>, 39:2, 366-391.</p>

	<p>Shin, D., Konrad, A.M. (2017). Causality between high-performance work systems and organizational performance. <u>Journal of Management</u>, 973-997.</p> <p>Posthuma, R.A., Campion, M.C., Masimova, M. & Campion, M.A. (2013). A high-performance work practices taxonomy: Integrating the literature and directing future research. <u>Journal of Management</u>, 39:5, 1184-1220.</p> <p><u>Recommended</u> (for comprehensive exam)</p> <p>Wang, C.H., Baba, V.V., Hackett, R.D. & Hong, Y. (2019). Employee experienced high-performance work systems in facilitating employee helping and voice: the role of employees' proximal perceptions and trust in the supervisor. <u>Human Performance</u>, 32(2), 69-91.</p> <p>Jiang, J.Y. & Liu, C-W. (2015). High performance work systems and organizational effectiveness: The mediating role of social capital. <u>Human Resource Management Review</u>, 25:1, 126-137.</p> <p>Hoque, K., Wass, V., Bacon, N. & Jones, M. (2017). Are high-performance work practices (HPWPs) enabling or disabling? Exploring the relationship between selected HPWPs and work-related disability disadvantage. <u>Human Resource Management</u>, 57:2, 499-513.</p>
<p>Week 2</p> <p>Talent Analytics</p>	<p><u>Assigned:</u></p> <p>Marler, J.H. (2016). An evidence-based review of HR Analytics. <u>The International Journal of Human Resource Management</u>, 28: 1, 3-26.</p> <p>Kaur, J. & Fink, A.A. (2017). <u>Trends and practices in Talent Analytics</u>. SHRM-SIOP Science of HR White Paper Series, Society for Human Resource Management and Society for Industrial and Organizational Psychology.</p> <p>Levenson, A. (2018). Using workforce analytics to improve strategy execution. <u>Human Resource Management</u>, 57: 685-700.</p> <p><u>Recommended:</u> (for comprehensive exam)</p> <p>Howald, N. & Wise, S. (2018). Best practices in linking data to organizational outcomes. SIOP White paper series. Society for Industrial and Organizational Psychology.</p> <p>McAbee, S.T., Landis, R.S., & Burke, M.I. (2017). Inductive reasoning: The promise of big data. <u>Human Resource Management Review</u>, 27:2, 277-290.</p> <p>Mclver, D., Lengnick-Hall, M.L., Lengnick-Hall, C.A. (2018). A strategic approach to workforce analytics: Integrating science and agility. <u>Business Horizons</u>, 61: 397-407.</p> <p>Schiemann, W.A., Seibert, J.H., & Blankenship, M.H. (2018). Putting human capital analytics to work: Predicting and driving business success. <u>Human Resource Management</u>, 57: 795-807.</p> <p><i>NOTE THAT THE ENTIRE 2018 ISSUE OF HRM, VM. 57, IS DEVOTED TO TALENT ANALYTICS.</i></p>

<p>Week 3</p> <p>General Mental Ability, job performance, and career success</p>	<p><u>Assigned</u></p> <p>Van Iddekinge, C.H., Aguinis, H., Mackey, J.D., & DeOrtentiis, P.S. (2018). A meta-analysis of the interactive, additive, and relative effects of cognitive ability and motivation on performance. <u>Journal of Management</u>, 44:1, 249-279.</p> <p>Behling, O. (1998). Employee selection: will intelligence and conscientiousness do the job? <u>Academy of Management Executive</u>, 12 (1), 77-86.</p> <p>Nathan, R.K. & Hezlett, S.A. (2010). Fact and fiction in cognitive ability testing for admissions and hiring decisions. <u>Current directions in Psychological Science</u>, 19:6, 339-345</p> <p>Recommended: (for comprehensive exam)</p> <p>Becker, W.J., Volk, S. & Ward, M.K. (2015). Leveraging neuroscience for smarter approaches to workplace intelligence. <u>Human Resource Management Review</u>, 25:1, 56-67.</p> <p>Brouwers, S.A. & van de Fons, J.R. van de Vijver (2015). Contextualizing intelligence in assessment: The next step. <u>Human Resource Management Review</u>, 25:1, 38-46.</p> <p>Schmidt, F. L. (2012). Cognitive tests used in selection can have content validity as well as criterion validity: A broader research review and implications for practice. <u>International Journal of Selection and Assessment</u>, 20, 1-13.</p>
<p>Week 4</p> <p>Employment Interviewing and employee selection</p>	<p><u>Assigned</u></p> <p>Levashina, J., Hartwell, C.J., Morgeson, F.P. & Campion, M.A. (2014). The structured employment interview: Narrative and quantitative review of the research literature. <u>Personnel Psychology</u>, 67:1, 241-293.</p> <p>Culbertson, S.S., Weyhranuch, W.S., & Huffcutt, A.I. (2017). A tale of two formats: Direct comparison of matching situational and behavior description interview questions. <u>Human Resource Management Review</u>, 167-177.</p> <p>Chambers, B.A. & Arnold, J.D. (2015). Using technology to improve the interview as a selection tool. <u>Personnel Assessment and Decisions</u>, 1(1), Article 7.</p> <p>Recommended: (for comprehensive exam)</p> <p>Fieler, A.R. & Powell, D.M. (2016). The role of self-focused attention and negative self-thought in interview anxiety: A test of two interventions. <u>International Journal of Selection and Assessment</u>, 24, 132-149.</p> <p>Huffcutt, A.I. (2011). An empirical review of the employment interview construct literature. <u>International Journal of Selection and Assessment</u>, 19(1), 62-81.</p> <p>Gross, R. (2015). Situational interview method as a predictor of strategic thinking: A theoretical framework. <u>Global Business and Economics Research Journal</u>, 4:1, 1-16.</p>

<p>Week 5</p> <p>Personality and workplace performance</p>	<p><u>Assigned</u></p> <p>Judge, T. & Zapata, C. (2015). The person-situation debate revisited: Effect of situation strength and trait activation on the validity of the big five personality traits in predicting job performance. <u>Academy of Management Journal</u>, 58:4, 1149–1179.</p> <p>Spain, S.M, Harms, P. & LeBreton, J.M. (2014). The dark side of personality at work. <u>Journal of Organizational Behavior</u>, 35:S1, S41-S60.</p> <p>Oh, I-S, Kim, S. & Van Iddekinge, C.H. (2015). Taking it to another level: Do personality-based human capital resources matter to firm performance? <u>Journal of Applied Psychology</u>, 100:3, 935-947.</p> <p><u>Recommended:</u> (for comprehensive exam)</p> <p>Schmitt, N. (2014). Personality and cognitive ability as predictors of effective performance at work. <u>Annual Review of Organizational Psychology and Organizational Behavior</u>, 1:45-65.</p> <p>Barrick, M.R., & Mount, M.K. (2012). Nature and use of personality in selection, <u>The Oxford Handbook of Personnel Assessment and Selection</u>, Edited by Neal Schmitt, Oxford University Press, p. 225-251.</p> <p>Zhao, H., Seibert, S.E. & Lumpkin, G.T. (2010). The relationship of personality to entrepreneurial intentions and performance: A meta-analytic review. <u>Journal of management</u>, 36:2, 381-404.</p>
<p>Week 6</p> <p>Emerging Issues and Trends in HR</p>	<p><u>Assigned</u></p> <p>Roth, P.L., Bobko, P., Van Iddekinge, C.H., & Thatcher, J.B. (2016). Social media in employee-selection related decisions: A research agenda for uncharted territory. <u>Journal of Management</u>, 42:1, 269-298</p> <p>Chambers, R. & Winter, J. (2017). <u>Social media and selection: A brief history and practical recommendations</u>. SIOP White Paper Series. Society for Industrial and Organizational Psychology.</p> <p>McCarthy, J., Bauer, T.N., Truxillo, D.M., Anderson, N.R. & Costa, A-C & Ahmed, S.M. (2017). Applicant perspectives during selection: A review addressing “So What?”, “What’s New?” and “Where to Next”. <u>Journal of Management</u>, 43:6, 1693-1725.</p> <p><u>Recommended</u> (for comprehensive exam)</p> <p>Gill, C. (2018). Don’t know, don’t care: An exploration of evidence-based knowledge and practice in human resource management. <u>Human Resource Management Review</u>, 28:103-115.</p>

	<p>Kuncel, N.R., Klieger, D.M., Connelly, B.S., Ones, D.S. (2013). Mechanical versus clinical data combination in selection and admissions decisions: A meta-analysis. <u>Journal of Applied Psychology</u>, 98:6, 1060-1072.</p> <p>Jansen et al. (2013). Situation assessment as an ignored factor in the behavioral consistency paradigm underlying the validity of personnel selection procedures. <u>Journal of Applied Psychology</u>, 98:2, 326-341.</p> <p>Lievens, F. & Sackett, P.R. (2012). The validity of interpersonal skills assessment via situational judgment tests for predicting academic success and job performance. <u>Journal of Applied Psychology</u>, 97:2, 460-468.</p>
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