

B792

**Field Surveys: Human Resources Management and Industrial Relations
Fall 2019 Course Outline
Human Resources Management Component**

**Human Resources & Management Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

The overall objectives of this seminar are to provide a fundamental understanding of theoretical frameworks and empirical findings in several core areas of HR and to develop abilities to critically assess and conduct research.

This course will be conducted as a seminar over six 3-hour meetings. This format provides you the opportunity to:

1. Develop your understanding of theories and concepts presented in the readings.
2. Enhance your skills in: communicating ideas, developing and presenting arguments, listening to, understanding, and constructively challenging others' views in a respectful way that advances understanding and generates novel and promising research ideas.
3. Learn to think independently and critically through analyzing the theoretical and methodological contributions and gaps in the assigned readings.

In this course my role will be to stimulate and guide student discussion.

INSTRUCTOR AND CONTACT INFORMATION

Dr. Rick D. Hackett

Associate Professor

hackett@mcmaster.ca

Office: RJC 424

Office Hours: By appointment

Tel: (905) 525-9140 x28193

Section 1: Tues 11:00 – 14:00

Class Location: DSB 421

October 24 – November 28, 2019

COURSE DESCRIPTION

This seminar focuses on building theoretical foundations and cumulative knowledge necessary for advanced research in each of several core topic areas of human resources management (HRM). Key theories, issues and models will be discussed and contrasted, and empirical support examined. Students will undertake in-depth and critical analyses of the relevant literature, focusing in particular on recent reviews and primary studies published in the top outlets in the field.

LEARNING OUTCOMES

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

REQUIRED COURSE MATERIALS AND READINGS

See readings list below. Readings are subject to change.

EVALUATION

There are three graded components to the course. Your grades will be derived as follows:

Research Proposal	50%
Seminar Participation	50%
Total	100%

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

COURSE DELIVERABLES

In-Class Participation (50%)

Participation will be assessed in terms of your preparation for, and discussion within, each class. You are to decide among yourselves who is to be responsible for leading discussion on each 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 core 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. Also, limiting the readings in this way allows for a “deeper dive” into them and ideally leaves time for progressing your term paper.

All students, including those not leading discussion, are required to share at least two promising research ideas/questions that come to mind for each reading, and to argue for why such ideas have promise.

Research/Manuscript Proposal (50%)

Pick a topic among those covered in this seminar and write a comprehensive introduction to a research proposal. This introduction is to provide a review of the relevant research, a compelling framing for the importance of the study to advancing scholarship and practice, and a set of theoretically grounded hypotheses. The proposal should be double spaced, 1” margins, 12-point Times New Roman font, title page with your name, within 12-15 pages of text (not including references, figures, or other supporting documents). The introduction must adhere to the structure for writing an introduction as contained in the publication guidelines of the Publication Manual of the American Psychological Association.

<http://www.apastyle.org/manual/>

Proposal due: TBD

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 MODIFICATION 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.

MISSED 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.

READING LIST

SESSION AND TOPIC	ARTICLES
<p>WEEK 1: EMPLOYEE ATTRACTION/RECRUITMENT</p>	<p>Breaugh, J.A. (2013). Employee Recruitment: <u>Annual Review of Psychology</u>, 64: 389-416.</p> <p>Phillips, J.M. & Gully, S.M. (2015). Multi-level and strategic recruiting: Where have we been, where can we go from here? <u>Journal of Management</u>, 41:5, p. 1416-1445.</p> <p>Murphy, S.M., Fisher, P.A., Keeping, L.M. & Brown, D.J. (2018). “Pounding the pavement” in the 31st century: A review of the literature regarding organizational recruitment websites. In D.L. Stone & J.H. Dulebohn (Eds.), <u>The Brave New World of eHRM 2.0</u> (p. 11-46), Charlotte, NC: Information Age. I have a copy to distribute.</p> <p>Additional Reading (for comprehensive exam):</p> <p>Nikolaou, I. (2014). Social networking web sites in job search and employee recruitment. <u>International Journal of Selection and Assessment</u>, 22:2, 179-189.</p> <p>Swider, B.W., Zimmerman, R.D., & Barrick, M.R. (2015). Searching for the right fit: Development of applicant person-organization fit perceptions during the recruitment process. <u>Journal of Applied Psychology</u>, 100:3, 880-893.</p> <p>Ryan, A-M., Ali, A.A., Hauer, T., & French-Vitet, J. (2017). Timeliness is key to the candidate experience. <u>Personnel Assessment and Decisions</u>, 1: 38-50.</p> <p>Stoughton, J.W., Thompson, L.F. & Meade, A.W. (2013). Examining applicant reactions to the use of social networking websites in pre-employment screening. <u>Journal of Business & Psychology</u>, 30:1, 73-88.</p>
<p>WEEK 2: EMPLOYEE ASSESSMENT & SELECTION (OVERVIEW)</p>	<p>Roth, P.L., Bobko, P., Van Iddeking, 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>Ployhart, R.E., Schmitt, N. & Tippins, N.T. (2017). Solving the supreme problem: 100 years of selection and recruitment at the Journal of Applied Psychology, <u>Journal of Applied Psychology</u>, <u>102(3)</u>, 291-304.</p> <p>Ryan, A.M. & Ployhart, R.E. (2014). A century of selection. <u>Annual Review of Psychology</u>, 65: 693-717.</p> <p>Additional Reading: (for comprehensive exam).</p> <p>Torres, E.N. & Mejia, C. (2017). Asynchronous video interviews in the hospitality industry: Considerations for virtual employee selection. <u>International Journal of Hospitality Management</u>, 61, 4-13.</p> <p>Davison, K.H., Maraist, C. & Bing, Mark N. (2011). Friend or Foe? The promise of using social networking sites for HR decisions. <u>Journal of Business & Psychology</u>, 26:2, 153-159.</p> <p>Van Iddekinge, C.H., Lanivich, S.E., Roth, P.L. & Junco, E. (2013). Social media for selection? Validity and adverse impact potential for a Facebook-based assessment. <u>Journal of Management</u>, 42:7, 1811-1835.</p>
<p>WEEK 3: EMPLOYEE SOCIALIZATION, TRAINING & DEVELOPMENT</p>	<p>Allen, T.D., Eby, L.T. & Chao, G.T. (2017). Taking stock of two relational aspects of organizational life: Tracing the history and shaping the future of socialization and mentoring research. <u>Journal of Applied Psychology</u>, 102:3, 324-337.</p> <p>Fang, R., Duffy, M.K. & Shaw, J.D. (2011). The organizational socialization process: Review and development of a social capital model. <u>Journal of Management</u>, 37(1), 127-152.</p> <p>Bell, B.S., Tannenbaum, S.I., Ford, K.J., Noe, R.A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. <u>Journal of Applied Psychology</u>, 102:3, 305-323.</p> <p>Additional Reading (for comprehensive exam).</p> <p>Sitzmann, T. & Weinhardt, J.M. (2015). Training engagement theory: A multilevel perspective on the effectiveness of work-related training. <u>Journal of Management</u>, doi: 10.1177/0149206315574596</p>

	<p>Aguinis, H. & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. <u>Annual Review of Psychology</u>, <u>60</u>: 451-474.</p> <p>Ellis A.M. et al. (2015). Navigating uncharted waters: Newcomer socialization through the lens of stress theory. <u>Journal of Management</u>, <u>41:1</u>, 203-235.</p> <p>Korte, R. & Lin, S. (2013). Getting on board: organizational socialization and the contribution of social capital. <u>Human Relations</u>, <u>66</u>, 407-428.</p>
<p>WEEK 4: PERFORMANCE MANAGEMENT</p>	<p>Sullivan, D.W., & Yim, J. (2019). Evaluating the effectiveness of performance management: A 30-Year integrative review. <u>Journal of Applied Psychology</u>, <u>104:7</u>, 851-887.</p> <p>Adler, S., Campion, M., Colquitt, A., Grubb, A., Murphy, K., Ollander-Krane, R., Pulakos, E.D. Getting rid of performance ratings: genius or folly? (2016). A debate. <u>Industrial and Organizational Psychology</u>, <u>9:2</u>, 219-252.</p> <p>Pulakos, E.D., Mueller-Hanson, R. & Arad, S. (2018). The evolution of performance management: searching for value. <u>Annual Review of Psychology and Organizational Behavior</u>, <u>6</u>:249-271.</p> <p>Additional Reading for Comprehensive Exam</p> <p>Campbell, J.P., & Wiernik, B. W. (2015). The modeling and assessment of work performance. <u>Annual Review of Organizational Psychology and Organizational Behavior</u>, <u>2</u>: 47-74.</p> <p>Dalal, R.S. 2014. Within-person variability in job performance: a theoretical review and research agenda. <u>Journal of Management</u>, <u>40:5</u>, 1396-436.</p> <p>DeNisi, A.S., & Murphy, K.R. (2017). Performance appraisal and performance management: 100 years of progress? <u>Journal of Applied Psychology</u>, <u>102:3</u>, 421-433.</p> <p>Pulakos, E.D., Hanson, R.M., Arad, S. & Moye, N. (2015). Performance management can be fixed: An on-the-job experiential learning approach for complex behavior change. <u>Industrial and Organizational Psychology</u>, <u>8:1</u>, 51-76.</p>

	<p>DeNisi, A. & Smith, C.E. (2014). Performance appraisal, performance management and firm-level performance: A review, a proposed model, and new directions for future research. <u>The Academy of Management Annals</u>, 8:1, 127-179.</p>
<p>WEEK 5: EMPLOYEE ENGAGEMENT</p>	<p>Byrne, Z.S., Peters, J.M., & Weston, J.W. (2016). The struggle with employee engagement: Measures and construct clarification using five samples. <u>Journal of Applied Psychology</u>, 101:9, 1201-1227.</p> <p>Cole, M.S., Walter, F., Bedeian, A.G. & O’Boyle, E.H. (2012). Job burnout and employee engagement: A meta-analytic examination of construct proliferation. <u>Journal of Management</u>, 38:5, 1550-1581.</p> <p>Mackay, M.M., Allen, J.A. & Landis, R.S. (2017). Investigating the incremental validity of employee engagement in the prediction of employee effectiveness: A meta-analytic path analysis. <u>Human Resource Management Review</u>, 27:1, 108-120.</p> <p>Additional Reading: (for comprehensive exam)</p> <p>Developing and sustaining employee engagement (2017, May). Society for Human Resource Management.</p> <p>Delaney, M.L. & Royal, M.A. (2017). Breaking engagement apart: The role of intrinsic and extrinsic motivation in engagement strategies. <u>Industrial and Organizational Psychology</u>, 10:1, 127-140.</p> <p>Saks, A.M., & Gruman, J.A. (2011). Manage employee engagement to manage performance. <u>Industrial and Organizational Psychology</u>, 4, 204-207.</p>
<p>WEEK 6: WORKFORCE RETENTION AND TURNOVER</p>	<p>Hancock, J.I et al. (2013). Meta-analytic review of employee turnover as a predictor of firm performance. <u>Journal of Management</u>, 39: 3, 573-603.</p> <p>Li, J., Lee, T.W., Mitchell, T.R., Hom, P.W. & Griffeth, R.W. (2016). The effects of proximal withdrawal states on job attitudes, job searching, intent to leave, and employee turnover. <u>Journal of Applied Psychology</u>, 101:10, 1436-1456.</p>

Simmerman, R.D., Swider, B.W., & Boswell, W.R. (2019).
Synthesizing content models of employee turnover. *Human
Resource Management*, 58:1, 99-114.

Additional Reading for Comprehensive Exam:

Hom, P.W., Lee, T.W., Shaw, J.D., & Hausknecht, J.P. (2017).
One hundred years of employee turnover theory and
research. *Journal of Applied Psychology*, 102:3, 530-545.

Hom, P.W., Mitchell, T.R., Lee, T.W. & Griffeth, R.W. (2012).
Reviewing employee turnover: Focusing on proximal
withdrawal states and an expanded criterion. *Psychological
Bulletin*, 138:5, 831-858.

Heavy, A.L., Holwerda, J.A., & Hausknecht, J.P. (2013). Cause
and consequences of collective turnover: A meta-analytic
review. *Journal of Applied Psychology*, 98:3, 412-453.

Hausknecht, J.P., & Holwerda, J.A. (2013). When does employee
turnover matter? Dynamic member configurations, productive
capacity and collective performance, *Organization Science*, 24,
210-225.