B792
Field Surveys:
Management and
Fall 2021 Course

DeGroote
SCHOOL OF BUSINESS

Human Resources
Employment
Outline

Human Resources & Management Area
DeGroote School of Business
McMaster University

Instructor: Dr. Catherine Connelly

Seminars: zoom

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 Human Resources and Employment and to develop abilities to critically assess and conduct research.

This course will be conducted as a seminar over 12 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. Catherine Connelly, Canada Research Chair and
Professor of Organizational Behavior
Email: connell@mcmaster.ca
Office: DSB 412
Office Hours: By appointment

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 (HR) and Employment. 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 key outlets in the field.

LEARNING OUTCOMES

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

REQUIRED COURSE MATERIALS AND READINGS:

SEE READINGS LIST BELOW. READINGS ARE SUBJECT TO CHANGE.

EVALUATION

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

Four short assignments	40%
One final assignment	60%
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.

LETTER GRADE	PERCENT
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	75 - 79
B	70 - 74
B-	65 - 69
F	00 - 64

Short Assignments (4 x 10% = 40%)

Four times during the semester you will prepare a one-page summary of a study that you would like to conduct, that builds on some of the themes that we have been discussing in class.

In one page (12 point font, one-inch margins; references, tables, and figures can be on a second page) you will provide the following:

1. A title (12 words or less)

2. A **T**heory

3. A theoretical model including a description of the constructs in your study, why they have been chosen, and how (and why!) they relate to each other.

4. The contributions and limitations of your study.

Comments on the planned method (e.g., sampling strategy, analytical method) are permitted but not necessary.

The deadlines are listed in the weekly readings list.

Research/manuscript Proposal (60%)

Pick a topic among those covered in this seminar (perhaps but not necessarily something you wrote about for a short assignment) and write a comprehensive introduction to a research proposal. This introduction will 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 (i.e., a typical scholarly article up to the Methods section).

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 information). 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 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.

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	TEXTS
WEEK 1 **EMPLOYEE ATTRACTION AND RECRUITMENT**	**Required:** 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. Journal of Applied Psychology, 100(3), 880-893. Harold, C.M., Holtz, B.C., Griepentrog, B.K., Bewer, L.M., & Marsh, S.M. (2016). Investigating the effects of applicant justice perceptions on job offer acceptance. Personnel Psychology. 69(1), 199-227. Kappes, H.B., Balcetis, E., & DeCremer, D. (2018). Motivated reasoning during recruitment. Journal of Applied Psychology. 103(3), 270-280. **Recommended:** Breaugh, J.A. (2013). Employee Recruitment. Annual Review of Psychology, 64, 389-416. Phillips, J.M. & Gully, S.M. (2015). Multi-level and strategic recruiting: Where have we been, where can we go from here? Journal of Management, 41(5), 1416-1445.

	Radaelli, G., Guerci, M., Cabras, F., & Dalla Chiesa, N. (2019). How are professionals recruited by external agents in misconduct projects? The infiltration of organized crime in a university. Human Relations. 72(9), 1407-1435.
WEEK 2 **EMPLOYEE ASSESSMENT & SELECTION**	**Required:** Roth, P.L. Bobko, P., Van Iddeking, C.H., & Thatcher, J.B. (2016). Social media in employee-selection-related decisions: A research agenda for unchartered territory. Journal of Management, 42(1), 269-298. 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, 102(3), 291-304. Bourdage, J.S., Roulin, N., & Tarraf, R. (2018). I (might be) just that good: Honest and deceptive impression management in employment interviews. Personnel Psychology, 71(4), 597-632. **Recommended:** Ryan, A.M. & Ployhart, R.E. (2014). A century of selection. Annual Review of Psychology, 65, 693-717. Davison, K.H., Maraist, C., & Bing, M.N. (2011). Friend or foe? The promise of using social networking sites for HR decisions. Journal of Business and Psychology, 26(2), 153-159. 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. Journal of Management, 42(7), 1811-1835.
WEEK 3 **EMPLOYEE SOCIALIZATION, TRAINING & DEVELOPMENT**	**Required:** 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. Journal of Applied Psychology, 102(3), 324-337. Sitzmann, T., & Weinhardt, J.M. (2018). Training engagement theory: A multilevel perspective on the effectiveness of work-related training. Journal of Management. 44(2), 732-756.

	Bezrukova, K., Spell, C., Perry, J., & Jehn, K. (2016). A meta-analytic integration of over 40 years of research on diversity training evaluation. Psychological Bulletin, 142(11), 1227-1274. **Recommended:** 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(1), 127-152. 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. Journal of Applied Psychology, 102(3), 305-323. Korte, R., & Lin, S. (2013). Getting on board: Organizational socialization and the contribution of social capital. Human Relations, 66, 407-428.
WEEK 4 **PERFORMANCE MANAGEMENT**	**Required:** Sullivan, D.W., & Yim, J. (2019). Evaluating the effectiveness of performance management: A 30-year integrative review. Journal of Applied Psychology, 104(7), 851-887. Evans, J.B., Slaughter, J.E., Ellis, A.P.J., & Rivin, J.M. (2019). Gender and the evaluation of humor at work. Journal of Applied Psychology. 104(8), 1077-1087. Speer, A.B. (2018). Quantifying with words: An investigation of the validity of narrative-derived performance scores. Personnel Psychology. 71(3), 299-333. **Recommended:** Adler, S. Campion, M., Colquitt, A., Grubb, A., Murphy, K., Ollander-Krane, R., & Pulakos, E.D. (2016). Getting rid of performance ratings: Genius or folly? A debate. Industrial and Organizational Psychology, 9(2), 219-252. Dalal, R.S. (2014). Within-person variability in job performance: A theoretical review and research agenda. Journal of Management. 40(5), 1396-1436.

	DeNisi, A.S., & Murphy, K.R. (2017). Performance appraisal and performance management: 100 years of progress? Journal of Applied Psychology, 102(3), 421-433.
WEEK 5 **OCCUPATIONAL HEALTH AND SAFETY**	**Required:** Kao, K.-Y., Spitzmueller, C., Cigularov, K., & Thomas, C.L. (2019). Linking safety knowledge to safety behaviours: A moderated mediation of supervisor and worker safety attitudes. European Journal of Work and Organizational Psychology, 28(2), 206-220. Nielsen, K., Daniels, K., Nayani, R., Donaldson-Feilder, E., & Lewis, R. (2019). Out of mind, out of sight? Leading distributed workers to ensure health and safety. Work & Stress, 33(2), 173-191. Wong, J.H.K., Turner, N., Kelloway, E.K., & Wadsworth, E.J. (2021). Tired, strained, and hurt: The indirect effect of negative affect on the relationship between poor quality sleep and work injuries. Work & Stress. 35(2), 153-170. **Recommended:** Dimoff, J.K., & Kelloway, E.K. (2019). With a little help from my boss: The impact of workplace mental health training on leader behaviors and employee resource utilization. Journal of Occupational Health Psychology. 24(1), 4-19. Arnold, K.A., Connelly, C.E., Gellatly, I., Walsh, M., & Withey, M. (2017). Using a pattern-based approach to studying leaders: Implications for leader burnout and role demands. Journal of Organizational Behavior, 38, 1038-1056. Hammer, L.B., Truxillo, D.M., Bodner, T., Pytlovany, A.C., & Richman, A. (2019). Exploration of the impact of organisational context on a workplace safety and health intervention. Work & Stress, 33(2), 192-210.
WEEK 6 **HIGH PERFORMANCE WORK SYSTEMS AND HIGH INVOLVEMENT WORK PROCESSES**	**Required:** Boxall, P., & Winterton, J. (2018). Which conditions foster high-involvement work processes? A synthesis of the literature and agenda for research. *Economic and Industrial Democracy*, *39*(1), 27-47.

	Laroche, P., & Salesina, M. (2017). The effects of union and nonunion forms of employee representation on high-performance work systems: New evidence from French microdata. *Human Resource Management*, *56*(1), 173-189. Shin, D., & Konrad, A.M. (2017). Causality between high-performance work systems and organizational performance. Journal of Management. 43(4), 973-997. **Recommended:** Pohler, D. M., & Luchak, A. A. (2014). Balancing efficiency, equity, and voice: The impact of unions and high-involvement work practices on work outcomes. *ILR Review*, *67*(4), 1063-1094. 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. Journal of Management, 39(5), 1184-1220. Mitchell, R., Obeidat, S., & Bray, M. (2013). The effect of strategic human resource management practices. Human Resource Management, 52(6), 899-921.
WEEK 7 **TELECOMMUTING**	**Required:** Bennett, A. A., Campion, E.D., Keeler, K.R., & Keener, S.K. (2021). Videoconference fatigue? Exploring changes in fatigue after videoconference meetings during COVID-19. Journal of Applied Psychology, 106(3), 330-344. Muller, T., & Niessen, C. (2019). Self-leadership in the context of part-time teleworking. Journal of Organizational Behavior. 40(8), 883-898. Golden, T.D., & Gajendran, R.S. (2019). Unpacking the role of a telecommuter's job in their performance: Examining job complexity, problem solving, interdependence, and social support. Journal of Business & Psychology, 34(1), 55-69. **Recommended:** Windeler, J.B., Chudoba, K.M., & Sundrip, R.Z. (2017). Getting away from them all: Managing exhaustion from social interaction with telework. Journal of Organizational Behavior. 38(7), 977-955.

	Chung, H., & van der Horst, M. (2018). Women's employment patterns after childbirth and the perceived access to and use of flexitime and teleworking. Human Relations. 71(1), 47-72. Biron, M., & Veldhoven, M. (2016). When control becomes a liability rather than an asset: Comparing home and office days among part-time teleworkers. Journal of Organizational Behavior. 37(8), 1317-1337.
WEEK 8 **CHANGING WORKPLACES**	**Required:** Katz, L.F., & Krueger, A.B. (2019). The rise and nature of alternative work arrangements in the United States, 1995-2015. ILR Review. 72(2), 382-416. Barley, S.R., Bechky, B.A., & Milliken, F.J. (2017). The changing nature of work: Careers, identities, and work lives in the 21st century. Academy of Management Discoveries. 3(2), 111-115. Doellgast, V., Bidwell, M., & Colvin, A.J.S. (2021). New directions in employment relations theory: Understanding fragmentation, identity, and legitimacy. ILR Review, 74(3), 555-579. **Recommended:** Fisher, S.L. & Connelly, C.E. (2017). Lower cost or just lower value? Modeling the organizational costs and benefits of contingent work. Academy of Management Discoveries. 3(2), 165-186. Evans, J.A., Kunda, G., & Barley, S.R. (2004). Beach time, bridge time, and billable hours: The temporal structure of technical contracting. Administrative Science Quarterly, 49(1), 1-38. Connelly, C.E. & Gallagher, D.G. (2004). Emerging trends in contingent work research. Journal of Management. 30(6), 959-983.
WEEK 9 **GOOD JOBS, BAD JOBS IN AFFLUENT ECONOMIES**	**Required:** Wood, A. J. (2016). Flexible scheduling, degradation of job quality and barriers to collective voice. *Human Relations*, *69*(10), 1989-2010. Osterman, P. (2018). In search of the high road: Meaning and evidence. *ILR Review*, *71*(1), 3-34. .

	Doellgast, V., Holtgrewe, U., & Deery, S. (2009). The effects of national institutions and collective bargaining arrangements on job quality in front-line service workplaces. *ILR Review*, *62*(4), 489-509. **Recommended:** Kalleberg, A. L., Reskin, B. F., & Hudson, K. (2000). Bad jobs in America: Standard and nonstandard employment relations and job quality in the United States. *American sociological review*, 256-278. O'Brady, S. (2019). Partnering against Insecurity? A Comparison of Markets, Institutions and Worker Risk in Canadian and Swedish Retail. *British Journal of Industrial Relations*. Ashford, S.J., Caza, B.B., & Reid, E.M. (2018). From surviving to thriving in the gig economy: A research agenda for individuals in the new world of work. 38, 23-41.
WEEK 10 **GIG WORKERS**	**Required:** Gandini, A. (2019). Labour process theory and the gig economy. *Human Relations*, *72*(6), 1039-1056. Wood, A. J., Graham, M., Lehdonvirta, V., & Hjorth, I. (2019). Good gig, bad gig: autonomy and algorithmic control in the global gig economy. *Work, Employment and Society*, 33(1), 56-75. Petrigliere, G., Ashford, S.J., & Wrzesniewski, A. (2019). Agony and ecstasy in the gig economy: Cultivating holding environments for precarious and personalized work identities. Administrative Science Quarterly. 64(1), 124-170. **Recommended:** Phung, K., Buchanan, S., Toubiana, M., Ruebottom, T., & Turchick-Hakak, L. (2021). When stigma doesn't transfer: Stigma deflection and occupational stratification in the sharing economy. Journal of Management Studies. 58(4), 1107-1139. Connelly, C.E., Fieseler, C., Cerne, M., Giessner, S.R., & Wong, S.I. (2021). Working in the digitized economy: HRM theory & practice. Human Resource Management Review, 31(1), in press.

	Cheng, M.M., & Hackett, R.D. (2021). A critical review of algorithms in HRM: Definition, theory, and practice. Human Resource Management Review, 31(1), in press.
WEEK 11 **MIGRANT WORKERS**	**Recommended:** Tregaskis, O., & Almond, P. (2019). Multinationals and skills policy networks: HRM as a player in economic and social concerns. *British Journal of Management*, *30*(3), 593-609. Boucher, A. (2019). Measuring migrant worker rights violations in practice: The example of temporary skilled visas in Australia. Journal of Industrial Relations. 61(2), 277-301. Fudge, J. (2018). Regulating for decent work in a global economy. New Zealand Journal of Employment Relations. 43(2), 10-23. **Recommended:** Ferner, A., Almond, P., & Colling, T. (2005). Institutional theory and the cross-national transfer of employment policy: The case of 'workforce diversity' in US multinationals. *Journal of International Business Studies*, *36*(3), 304-321. Lakhani, T., Kuruvilla, S., & Avgar, A. (2013). From the firm to the network: Global value chains and employment relations theory. *British Journal of Industrial Relations*, *51*(3), 440-472. Yu, K.-H., (2019). Negotiating 'otherness' as skilled migrants. Journal of Industrial Relations. 61(2), 198-224.
WEEK 12 **EQUITY-SEEKING GROUPS: SPOTLIGHT ON WORKERS WITH DISABILITIES**	**Required**: Beatty, J.E., Baldridge, D.C., Boehm, S.A., Kulkarni, M., & Colella, A. (2019). On the treatment of persons with disabilities in organizations: A review and research agenda. Human Resource Management, 58(2), 119-137. Lyons, B.J., Martinez, L.R., Ruggs, E.N., Hebl, M.R., Ryan, A.M, O'Brien, K.R., & Roebuck, A. (2018). To say or not to say: Different strategies of acknowledging a visible disability. Journal of Management, 44(5), 1980-2007.

Dwertmann, D.J.G., & Boehm, S.A. (2016). Status matters: Te asymmetric effects of supervisor-subordinate disability incongruence and climate for inclusion. Academy of Management Journal, 59(1), 44-64.

Recommended:

Baldridge, D., & Kulkarni, M. (2017). The shaping of sustainable careers post hearing loss: Toward greater understanding of adult onset disability, disability identity, and career transitions. Human Relations. 70(10), 1217-1236.

Barmgartner, M.K., Dwertmann, D.J.G., Boehm, S.A., & Bruch, H. (2015). Job satisfaction of employees with disabilities: The role of perceived structural flexibility. Human Resource Management. 54(2), 323-343.

Bonaccio, S., Connelly, C.E., Gellatly, I.R., Jetha, A. & Martin Ginis, K.A. (2020). The participation of people with disabilities in the workplace across the employment cycle: Employer concerns and research evidence. Journal of Business & Psychology, 35(2), 135-158.