

**B796**  
**Course Name**  
**Fall 2020 Course Outline**  
**Research Issues: Human Resources**  
**DeGroote School of Business**  
**McMaster University**  
**Tuesdays Sept. 8 – Dec. 1, 1-4 p.m.**  
**Online (Zoom)**

**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**

Willi H. Wiesner  
Email: [wiesner@mcmaster.ca](mailto:wiesner@mcmaster.ca)  
Office: DSB-410  
Office Hours: by appointment  
Tel: (905) 525-9140 x23985

**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.**

<b>EVALUATION</b>
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Performance evaluation for this course will be as follows:

- Class presentation and participation 50%
- Term Paper 50%

**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	Grade Points	Equivalent Percentage
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

**In-Class Participation (50%)**

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 (50%) (Due TBA).**

Please prepare a term paper that offers a *critical* review of current *thinking* and *application* with respect to a current research issue in human resources/talent management (e.g., <https://www.siop.org/Business-Resources/Top-10-Workplace-Trends>). 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 *envison* how research on this issue could play an increasingly prominent role in the broader context of HRM (e.g., 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 applications based on the research. 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, Human Resource Management Review, or 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.

#### **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-epfc/>

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.

**COURSE SCHEDULE READING LIST:** ASSIGNED READINGS TO BE READ FOR CLASS; RECOMMEND READINGS TO BE READ FOR COMPREHENSIVE EXAMS.

A detailed reading list is provided on the following pages

SESSION AND TOPIC	ARTICLES
<p><b>Week 1</b></p> <p><b>HR Systems and Organizational Performance</b></p>	<p><b><u>Assigned:</u></b></p> <p>Kehoe, R.R. &amp; Wright, P.M. (2013). The impact of high-performance human resource practices on employees' attitudes and behaviors. <u>Journal of Management</u>, <u>39</u>: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>, <u>43</u>(4), 973-997.</p> <p>Posthuma, R.A., Campion, M.C., Masimova, M. &amp; Campion, M.A. (2013). A high-performance work practices taxonomy: Integrating the literature and directing future research. <u>Journal of Management</u>, <u>39</u>:5, 1184-1220.</p> <p><b><u>Recommended</u></b> (for comprehensive exam)</p> <p>Wang, C.H., Baba, V.V., Hackett, R.D. &amp; 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>, <u>32</u>(2), 69-91.</p> <p>Jiang, J.Y. &amp; Liu, C-W. (2015). High performance work systems and organizational effectiveness: The mediating role of social capital. <u>Human Resource Management Review</u>, <u>25</u>:1, 126-137.</p> <p>Hoque, K., Wass, V., Bacon, N. &amp; 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>, <u>57</u>:2, 499-513.</p> <p>Boxall, P., Huo, M-L., Macky, K. &amp; Winterton, J. (2019). High-involvement work processes and systems: A review of theory, distribution, outcomes, and tensions. In M. Buckley, et al. (Eds), <u>Research in Personnel and Human Resources Management: Vol. 37</u>. Melbourne, Australia: Emerald Publishing Limited.</p>
<p><b>Week 2</b></p> <p><b>Talent Analytics</b></p>	<p><b><u>Assigned:</u></b></p> <p>Marler, J.H. &amp; Boudreau, J.W. (2017). An evidence-based review of HR Analytics. <u>The International Journal of Human Resource Management</u>, <u>28</u>(1), 3-26.</p> <p><u>McAbee, S.T., Landis, R.S., &amp; Burke, M.I. (2017). Inductive reasoning: The promise of big data. <u>Human Resource Management Review</u>, <u>27</u>:2, 277-290.</u></p> <p>Levenson, A. (2018). Using workforce analytics to improve strategy execution. <u>Human Resource Management</u>, <u>57</u>(3): 685-700.</p> <p><b><u>Recommended:</u></b> (for comprehensive exam)</p> <p>Kaur, J. &amp; 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>Howald, N. &amp; Wise, S. (2018). Best practices in linking data to organizational outcomes. SIOP White paper series. Society for Industrial and Organizational Psychology.</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., &amp; 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><b>Week 3</b></p> <p><b>General Mental Ability, job performance, and career success</b></p>	<p><b><u>Assigned</u></b></p> <p>Van Iddekinge, C.H., Aguinis, H., Mackey, J.D., &amp; 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>Kuncel, N.R., R.K. &amp; 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><b>Recommended:</b> (for comprehensive exam)</p> <p>Becker, W.J., Volk, S. &amp; 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. &amp; 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><b>Week 4</b></p> <p><b>Employment Interviewing and employee selection</b></p>	<p><b><u>Assigned</u></b></p> <p>Levashina, J., Hartwell, C.J., Morgeson, F.P. &amp; 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., &amp; 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>, 27(1), 167-177.</p> <p>Chambers, B.A. &amp; 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><b>Recommended:</b> (for comprehensive exam)</p> <p>Fieler, A.R. &amp; 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>, <u>24(2)</u>, 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>, <u>19(1)</u>, 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>, <u>4:1</u>, 1-16.</p>
<p><b>Week 5</b></p> <p><b>Personality and workplace performance</b></p>	<p><b>Assigned</b></p> <p>Judge, T. &amp; 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>, <u>58:4</u>, 1149–1179.</p> <p>Spain, S.M, Harms, P. &amp; LeBreton, J.M. (2014). The dark side of personality at work. <u>Journal of Organizational Behavior</u>, <u>35:S1</u>, S41-S60.</p> <p>Oh, I-S, Kim, S. &amp; 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>, <u>100:3</u>, 935-947.</p> <p><b>Recommended:</b> (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>, <u>1:45-65</u>.</p> <p>Barrick, M.R., &amp; 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. &amp; Lumpkin, G.T. (2010). The relationship of personality to entrepreneurial intentions and performance: A meta-analytic review. <u>Journal of management</u>, <u>36:2</u>, 381-404.</p>
<p><b>Week 6</b></p> <p><b>Grit – Another fad in personality assessment?</b></p>	<p><b>Assigned</b></p> <p>Jordan, S.L., Wihler, A., Wayne A. Hochwarter, W.A. &amp; Ferris, G.R. (2019). The Roles of Grit in Human Resources Theory and Research. In M. Buckley, et al. (Eds), <u>Research in Personnel and Human Resources Management</u>, <u>Vol. 37</u>. Melbourne, Australia: Emerald Publishing Limited.</p> <p>Credé, M., Tynan, M. C., &amp; Harms, P. D. (2017). Much ado about grit: A meta-analytic synthesis of the grit literature. <u>Journal of Personality and Social Psychology</u>, <u>113</u>, 492–511.</p>



	<p>Schmidt, F.T., Lechner, C.M. &amp; Danner, D. (2020). New wine in an old bottle? A facet-level perspective on the added value of Grit over BFI–2 Conscientiousness. <u>PLoS ONE</u>, <u>15(2)</u>, e0228969</p> <p><b>Recommended:</b> (for comprehensive exam)</p> <p>Credé, M. (2018). What shall we do about grit? A critical review of what we know and what we don't know. <u>Educational Researcher</u>, <u>47</u>, 606–611.</p> <p>Jordan, S. L., Ferris, G. R., Hochwarter, W. A., &amp; Wright, T. R. (2019). Toward a work motivation conceptualization of grit in organizations. <u>Group &amp; Organization Management</u>, <u>44</u>, 320–360.</p> <p>Ion, A., Mindu, A. &amp; Gorbănescu, A. (2017). Grit in the workplace: Hype or ripe? <u>Personality and Individual Differences</u>, <u>111</u>, 163-168.</p>
<p><b>Week 7</b></p> <p><b>Harnessing innovation and creativity in the workplace</b></p>	<p><b>Assigned</b></p> <p>Amabile, T.M., &amp; Pratt, M.G. (2016). The dynamic componential model of creativity and innovation in organizations: Making progress, making meaning. <u>Research in Organizational Behavior</u>, <u>36</u>, 157–183.</p> <p>Acar, O.A., Tarakci, M., &amp; van Knippenberg, D. (2019). Creativity and innovation under constraints: A cross-disciplinary integrative review. <u>Journal of Management</u>, <u>45(1)</u>, 96–121.</p> <p>Colakoglu, S.S., Erhardt, N., Pougnet-Rozan, S. &amp; Martin-Rios, C. (2019). Reviewing creativity and innovation research through the strategic HRM lens. In M. Buckley, et al. (Eds), <u>Research in Personnel and Human Resources Management: Vol. 37</u>. Melbourne, Australia: Emerald Publishing Limited.</p> <p><b>Recommended:</b> (for comprehensive exam)</p> <p>Byron, K., &amp; Khazanchi, S. (2012). Rewards and creative performance: a meta-analytic test of theoretically derived hypotheses. <u>Psychological Bulletin</u>, <u>138(4)</u>, 809–830.</p> <p>Chowhan, J. (2016). Unpacking the black box: Understanding the relationship between strategy, HRM practices, innovation and organizational performance. <u>Human Resource Management Journal</u>, <u>26(2)</u>, 112–133.</p> <p>Liu, D., Jiang, K., Shalley, C.E., Keem, S., &amp; Zhou, J. (2016). Motivational mechanisms of employee creativity: A meta-analytic examination and theoretical extension of the creativity literature. <u>Organizational Behavior and Human Decision Processes</u>, <u>137</u>, 236–263.</p> <p>Seeck, H., &amp; Diehl, M.R. (2017). A literature review on HRM and innovation: Taking stock and future directions. <u>The International Journal of Human Resource Management</u>, <u>28(6)</u>, 913–944.</p>



<p><b>Week 8</b></p> <p><b>The changing nature of work (a): Virtual workplaces and work-home boundaries</b></p>	<p><b><u>Assigned</u></b></p> <p>Capitano, J., McAlpine, K.L. &amp; Greenhaus, J.H. (2019). Organizational influences on work–home boundary permeability: A multidimensional perspective. . In M. Buckley, et al. (Eds), <u>Research in Personnel and Human Resources Management: Vol. 37</u>. Melbourne, Australia: Emerald Publishing Limited.</p> <p>Golden, T.D. &amp; Eddleston, K.A. (2020). Is there a price telecommuters pay? Examining the relationship between telecommuting and objective career success. <u>Journal of Vocational Behavior</u>, <u>116</u>, 1103348.</p> <p>Golden, T.D. &amp; Gajendran, R.S. (2019). Unpacking the role of a telecommuter’s job in their performance: Examining job complexity, problem solving, interdependence, and social support. <u>Journal of Business and Psychology</u>, <u>34</u>, 55–69</p> <p><b>Recommended:</b> (for comprehensive exam)</p> <p>Kim,S. &amp; Hollensbe, E. (2018). When work comes home: Technology-related pressure and home support. <u>Human Resource Development International</u>, <u>21(2)</u>, 91-106.</p> <p>Allen, T. D., &amp; Martin, A. (2017). The work–family interface: A retrospective look at 20 years of research in JOHP. <u>Journal of Occupational Health Psychology</u>, <u>22</u>, 259–272.</p> <p>Ilies, R., Liu, X. Y., Liu, Y., &amp; Zheng, X. (2017). Why do employees have better family lives when they are highly engaged at work? <u>Journal of Applied Psychology</u>, <u>102</u>, 956–970.</p> <p>Allen, T.D., Golden, T.D., &amp; Shockley, K. M. (2015). How effective is telecommuting? Assessing the status of our scientific findings. <u>Psychological Science in the Public Interest</u>, <u>16(2)</u>, 40–68.</p>
<p><b>Week 9</b></p> <p><b>The changing nature of work (b): Contract work and the gig economy</b></p>	<p><b><u>Assigned</u></b></p> <p>Spreitzer, G. M., Cameron, L., &amp; Garrett, L. (2017). Alternative work arrangements: Two images of the new world of work. <u>Annual Review of Organizational Psychology and Organizational Behavior</u>, <u>4</u>, 473 – 499.</p> <p>Campion, E.D., Caza, B.B. &amp; Moss, S.E. (2020). Multiple Jobholding: An integrative systematic review and future research agenda. <u>Journal of Management</u>, <u>46</u>, 165–191.</p> <p>Ashford, S.J., Caza, B.B., &amp; Reid, E.M. (2018). From surviving to thriving in the gig economy: A research agenda for individuals in the new world of work. <u>Research in Organizational Behavior</u>, <u>38</u>, 23-41.</p> <p><b>Recommended:</b> (for comprehensive exam)</p> <p>Connelly, C.E., Fieseler, C., Černe, M., Giessner, S.R., Wong, S.I. (in press). Working in the digitized economy: HRM theory &amp; practice. <u>Human Resource Management Review</u>, 100762.</p> <p>The above is the introduction to a special issue on the gig economy, in press in <u>Human Resource Management Review</u>. If this area interests you, it is recommended you access the entire issue once it is published, given it will include the most current material on the gig economy.</p>

	<p>Duggan, J., Sherman, U., Carbery, R. &amp; McDonnell, A. (2019). Algorithmic management and app-work in the gigeconomy: A research agenda for employmentrelations and HRM. <u>Human Resource Management Journal</u>, <u>30</u>,114–132.</p> <p>Fisher, S.E. &amp; Connelly, C.E. (2017). Lower cost or just lower value? Modeling the organizational costs and benefits of contingent work. <u>Academy of Management Discoveries</u>, <u>3(2)</u>, 165-186.</p>
<p><b>Week 10</b></p> <p><b>Data visualizations and Human Resources Management</b></p>	<p><b><u>Assigned</u></b></p> <p>Caughlin, D.E. &amp; Bauer, T.N. (2019). Data visualizations and human resource management: The state of science and practice. In M. Buckley, et al. (Eds), <u>Research in Personnel and Human Resources Management: Vol. 37</u>. Melbourne, Australia: Emerald Publishing Limited.</p> <p>Tay, L., Ng, V., Malik, A., Zhang, J., Chae, J., Ebert, D.S., Ding, Y., Zhao, J. &amp; Kern, M. (2018). Big data visualizations in organizational science. <u>Organizational Research Methods</u>, <u>21(3)</u>, 660-688.</p> <p>Sinar, E. F. (2018). Data Visualization: Get Visual to Drive HR’s Impact and Influence. Society for Human Resource Management (SHRM). <u>Society for IndustrialOrganizational Psychology (SIOP) Science of HR White Paper Series</u>.</p> <p><b>Recommended:</b> (for comprehensive exam)</p> <p>Huselid, M. &amp; Minbaeva, D. (in press). Big data and human resource management. In A. Wilkinson, et al. (Eds.). Thousand Oaks, CA: <u>Sage Handbook of Human Resource Management</u> (2nd edition).</p> <p>Danvila-del-Vallea, I., Estévez-Mendoza, C. &amp; Larac F.J. (2019). Human resources training: A bibliometric analysis. <u>Journal of Business Research</u>, <u>101</u>, 627-636.</p> <p>Wenzel, R. &amp; Van Quaquebeke, N. (2018). The double-edged sword of big data in organizational and management research: A review of opportunities and risks. <u>Organizational Research Methods</u>, <u>21(3)</u>, 548-591.</p> <p>Scholz, T.M. (2017). <u>Big Data in Organizations and the Role of Human Resource Management: A Complex Systems Theory-Based Conceptualization</u> (Vol. 5 of the Series Personal Management und Organisation). New York: Peter Lang International Academic Publishers.</p>
<p><b>Week 11</b></p> <p><b>Artificial Intelligence and algorithmic selection</b></p>	<p><b><u>Assigned</u></b></p> <p>Akhtar, R., Winsborough, D., Lovric, D., &amp; Chamorro-Premuzic, T. (2019). Identifying and managing talent in the age of artificial intelligence. In. F. L. Oswald, et al. (Eds.), <u>Workforce readiness and the future of work</u> (pp. 169-185). New York, NY: Routledge.</p> <p>Barney, M. (2019). The reciprocal roles of artificial intelligence and industrial-organizational psychology. In R. Landers (Ed.), <u>The Cambridge handbook of technology and employee behavior</u> (pp. 38-58). Cambridge, UK: Cambridge University Press.</p>

	<p>Veale, M., &amp; Binns, R. (July-December, 2017). Fairer machine learning in the real world: Mitigating discrimination without collecting sensitive data. <u>Big Data &amp; Society</u>, 1-17.</p> <p><b>Recommended:</b> (for comprehensive exam)</p> <p>Morelli, N. A., &amp; Illingworth, A. J. (2019). The next wave of internet-based recruitment. In R. Landers (Ed.), <u>The Cambridge handbook of technology and employee behavior</u> (pp. 59-99). Cambridge, UK: Cambridge University Press.</p> <p>Reynolds, D.H. &amp; Dickter, D.N. (2017). Technology and employee selection: An overview. In J.L. Farr and N.T. Tippins (Eds.), <u>Handbook of Employee Selection</u> (2<sup>nd</sup> ed). New York: Routledge.</p> <p>Campion, M. C., Campion, M. A., Campion E. D., &amp; Reider, M. H. (2016). Initial investigation into computer scoring of candidate essays for personnel selection. <u>Journal of Applied Psychology</u>, <u>101(7)</u>, 958-975.</p> <p>Kuncel, N.R., Klieger, D.M., Connelly, B.S., &amp; Ones, D.S. (2013). Mechanical versus clinical data combination in selection and admissions decisions: A meta-analysis. <u>Journal of Applied Psychology</u>, <u>98(6)</u>, 1060-1072.</p>
<p><b>Week 12</b></p> <p><b>Emerging Issues and Trends in HR</b></p>	<p><b>Assigned</b></p> <p>Roth, P.L., Bobko, P., Van Iddekinge, C.H., &amp; Thatcher, J.B. (2016). Social media in employee-selection related decisions: A research agenda for uncharted territory. <u>Journal of Management</u>, <u>42:1</u>, 269-298</p> <p>Chambers, R. &amp; 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. &amp; Costa, A-C &amp; 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>, <u>43:6</u>, 1693-1725.</p> <p><b>Recommended</b> (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>, <u>28:103-115</u>.</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>, <u>98:2</u>, 326-341.</p> <p>Lievens, F. &amp; 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>, <u>97:2</u>, 460-468.</p> <p>Robert E. Ployhart, R.E., Schmitt, N. &amp; 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>