Instructor(s): Myrtle P. Bell

Office Number: College of Business Room 214

Office Telephone Number: 817 272 3857

Email Address: mpbell@uta.edu
Each student also has a UTA e-mail account. Critical messages will be sent via students' UTA account so check it on bad weather days, periodically, or when instructed to do so. The UTA account is the *only* way I am able to communicate with students about grades.

Faculty Profile: https://www.uta.edu/ra/real/editprofile.php?pid=1052.

Office Hours: Monday 6 to 6:45 or by appointment. Please e-mail to schedule appointment if alternative time is needed.

Section Information: MANA 6348 001

Time and Place of Class Meetings: College of Business Room 236 Monday 1 to 3: 50

Description of Course Content: Advanced study in employee selection, performance appraisal, compensation, training and development, human resource policy and strategy, and other areas of human resource management.

This seminar provides doctoral students with the materials and learning environment to understand several areas of academic research as it pertains to the field of human resource management (HRM). It will help students have a foundation of knowledge about HRM that they can build on through future research and study. This seminar will explore areas including: strategic human resource management, diversity and social issues, staffing, compensation, performance management, people development and training, and dysfunctional behaviors at work using research from HR, OB, psychology, and sociology literatures.

Student Learning Outcomes:

Students will:

1. be able to identify and explain the standard human resources areas and discuss recent theoretical and empirical research related to them, how they relate to each other, and how they relate to organizational functioning.

2. be able explain the legal and social issues related to human resources that affect today's workers and organizations.

3. be able to express the importance of diversity and equal employment opportunity to human resources activities and to discuss research in this area.

4. prepare and present a human resources-related paper for a national management conference (e.g., Academy of Management—submission January, 2014; or Southern Management Association—submission March, 2014).

Required Textbooks and Other Course Materials: Readings are listed on the following pages.

Readings: Readings are listed on following pages. **Additional readings will likely be added during the semester and some readings may be removed from the list as well.** For those students who have not had exposure in a few years (or at all) to the basic material in HRM, **I highly recommend** obtaining an undergraduate HR textbook (an old one is fine) to help you learn or relearn some of the basic concepts in the study of human resources at work. As a doctoral student, you will see these concepts through entirely different lenses.

[Insert list of all required materials followed by a list of other materials that are optional.]

Attendance: As this is a doctoral seminar, consistent attendance is imperative to your success. Grades will be reduced for students who are absent or fail to arrive in class on time, leave prior to the end of class, or are tardy in returning to class after breaks.

A tentative schedule is provided on the following pages. Dates of readings may shift as necessary to cover sufficient material, but, of course, we will not be able to cover every article on the syllabus in class. Students are responsible to read and understand key findings of each article. The reading list has changed from the list from previous courses, with some additions and some deletions. Be sure to confirm that you are reviewing required articles and not reviewing those no longer on the list.

Instructional Methods: The seminar will primarily be a discussion of the materials and the important issues highlighted by the readings. The purpose is to familiarize students with major issues and research in the field of human resources management, and to apply this knowledge to the theoretical and practical problems in human resources management. If you've not had a seminar before, you should know that for the most part, students are responsible for summarizing various articles and leading discussions about these articles during class. **Each student should read each article for each session.** Print them out. Write in the margins. Underline, circle, and mark them. Although you are not required to do a synthesis for every article every week, it is to your advantage to do so. A seminar is a time to learn and share ideas. Even if not facilitating, students should be engaged in the conversations.

Descriptions of major assignments and examinations: One or two students will facilitate the class discussion each week, beginning with 9/16.

<u>Facilitators:</u>

For the week you are facilitating, you should **prepare a 3 to 5 page handout** for the rest of the class briefly summarizing the content of the articles for that week, grouping them into some structure or taxonomy (perhaps common themes; overt differences) to facilitate in class discussion of the readings. Given the number of readings in some weeks, some readings will most likely get more attention than others, but all readings should be read. For some weeks, readings are repeated from previous weeks, reflecting the overlap and interrelationships between HR topics.

Note: Facilitators' handouts must be emailed to professor by 5 p.m. on Sunday evenings before class on Monday. Earned grades for late handouts will be reduced accordingly (10% after 5 p.m., 25% after 6 p.m. and before midnight; 50% after midnight Sunday).

<u>Non-Facilitators</u>:

When not a facilitator, each student will prepare a synthesis (see next section) of at least five articles of their choice for that week's class to be turned in. When the articles are repeated from a previous week, they

should not be used again in a synthesis.   Each student should be well-prepared to contribute to the class discussion each week.

Syntheses

Paper syntheses are to be 2-3pages (no more), double-spaced, typewritten, and polished (**error-free**) analyses for each paper. Where applicable, **the analysis should include and be numbered as follows:**

1. A short summary of the reading. What is the purpose of the article? What questions are the authors trying to address? Be brief. Don't just restate the abstract. However, research questions should be included. In addition, if there is a key construct (e.g., aversive racism; glass escalator; realistic job preview, etc.) in the article, make sure you describe or explain what it is, as though it were a vocabulary word.
2. What assumptions does the author make, and are they valid? Why or why not?
3. How do the authors investigate the research questions? What are errors or limitations of the Article? (Literature reviewed, methods, analyses, generalizability, etc.)
4. Results or conclusions. What did the authors find or propose? Or, what is an important take-away from the reading? Are the conclusions drawn justified by the research?
5. How is this article relevant to at least one other reading explored in the course (in this section or others)? The more articles to which you find linkages, the better for your understanding and retention of the material.
6. What are the practical implications of the article? If there are no overt HR implications, what relationships can you come up with from the article?
7. What suggestions are there for improvement of this article? These suggestions may be based on research methodology, research reviewed, lack of practical implications, or a variety of other factors. How would you improve on this work? Your suggestions for improvement should be something that the authors, or others, in future research, could or should try to do.
8. The "**WOW**" Factor. What is the most interesting or surprising point from this reading? What is one point to take away from it? As you develop your own work, always try to include a "wow" factor.

NOTE: When articles are repeated in a following week, you should read them again, and they may be used for #5 above, but do not choose them for your syntheses.

Well done syntheses and facilitation handouts will help students in preparation for the final exam and comprehensive exam.

Note: Syntheses for the upcoming week must be emailed to professor by 5 p.m. CST on Sunday evenings before class on Monday. Earned grades for late handouts will be reduced accordingly (10% after 5 p.m., 25% after 6 p.m. and before midnight; 50% after midnight Sunday). **The first syntheses are due on 9/8 (5 p.m. CST)**. Save your syntheses into one file, with your name, topic, and date. For example YOURNAMEINTROARTICLES9813 for week one.

Grading: Grades will be based on seminar leadership, attendance and class participation, paper syntheses, an examination, a major paper and presentation. A standard grade of A, B, C, D, F will be earned using the following formula:

Seminar leadership	**50**
Attendance and participation	**50**
Paper syntheses	**100**

<div align="center">
Final Examination: 100
Major Paper and Presentation: 100
</div>

The **exam** will consist of 4-6 essay-type questions that require the application of the learning from the discussion and the readings to particular HRM problems. They will follow the comprehensive exam format.

Major Paper

The **major paper** should be a conceptual paper comprised of the student's ideas about a particular human resources topic of interest to the student. Try to find something that really makes you think and really seems interesting to you, because it'll need to be interesting, and you'll need to be passionate about it in order to do good work with it. The paper should resemble in style, format, and quality an article appearing in the *Academy of Management Review, Human Resource Management Review, Journal of Managerial Psychology,* or other journals publishing conceptual papers. Papers should be at least 15 and not more than 20 pages in length (not including references), double-spaced, 12 point font, with 1 inch margins. Use *Academy of Management* format. Make sure your papers are error free. Spell-check them, of course, but also read and re-read them carefully, because spell-check will make errors for you. Students are strongly encouraged to submit their papers to the Academy of Management annual conference (deadline early January) or other national conference (Southern Management Association) afterwards.

Students should discuss the topic, scope, and approach of their papers with the professor before commencing work. In deciding upon a topic, consider what is of interest to you, what may be an unexplored topic, where your work might make a difference, and what is the "wow" factor of your ideas? The purpose of this paper is to help students become familiar with writing a doctoral level paper for presentation and, ultimately, publication. Therefore, students should view it as a developmental opportunity, and as something that is helpful toward achievement of something important in one's career as an academic.   Don't be afraid of it. Try to embrace it.

Literature

Students may use as references any of the articles assigned for the seminar in their paper. They must also use at least 10 other papers in the field, from a variety of journals, in developing their ideas and arguments. Reading journals outside the management field, including psychology, sociology, economics, education, among others, is very helpful in broadening your horizons and thought-processes. This may also introduce you to concepts that are related to but that have not yet been introduced to management literature, which is very helpful in getting published. Be sure to do a good job in the literature review, making sure the questions or ideas have not already been asked or answered in the manner in which you are asking or answering them. This is a critical part of having papers accepted—what is "new" or "different" about what you are saying? Why is it important to the field?

Paper Deadlines:

Brief abstract and ideas to professor due 10/14 in hard copy. This may require your reading ahead to the topics that most interest you. Professor feedback to students due 10/21.

Power Point presentations
Each student will prepare a PowerPoint presentation of their paper for the rest of the class. *At a minimum*, this presentation should have an introductory page, with the student's name, affiliation, and title of the paper, and be followed with an agenda, the body of the presentation (explaining the details of the paper, hypotheses or propositions, model, assumptions, etc.), limitations (if applicable) and suggestions for future research, and

a conclusion. Each presentation should be 15 to 20 minutes (as is an Academy of Management presentation) and will allow 15 to 30 minutes for questions and discussion.

For students presenting on 11/25, email Powerpoint by 5 p.m. on 11/24 and bring a hard copy of Powerpoint to class as well. Send and turn in paper itself by 12/1 at 5 p.m.

For students presenting on 12/ 2, email paper and Powerpoint by 5 p.m. 12/1 and bring hard-copy of papers and Powerpoints to class to turn in.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Be very careful to properly cite work in your major paper. Papers will be checked using plagiarism detection measures.

Student Support Services: UT Arlington provides a variety of resources and programs designed to

help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is down the stairs immediately to the left of the classroom. There are stairs on the east and west ends of the buildings as well. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Librarians to Contact: For research assistance, see Ruthie Brock (brock@uta. edu, 817-272-7152) or Carol Byrne (cbyrne@uta. edu, 817-272-7437) in the Electronic Business Library in room 136 of the Business Building.

SEMINAR IN HUMAN RESOURCE MANAGEMENT

TENTATIVE SCHEDULE

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be notified of any changes. M.P. Bell.

8/26	Getting Started
9/2	Labor Day Holiday; Read, read, read (ahead), and work, work, work!
9/9	Introductory Articles, "HR Functions"
9/16	Strategic HRM
9/23	Diversity and Equal Opportunity I
9/30	Diversity and Equal Opportunity II
10/7	Staffing I
10/14	Staffing II
10/21	Compensation I
10/28	Compensation II
11/4	Performance Management
11/11	Dysfunctional People Behaviors
11/18	People Development: Education, Training & Development, Careers
11/25	Catch up and Paper Presentations (Random assignment of presentation dates)
12/02	Paper Presentations and Summary (Random assignment of presentation dates)
12/09	Exam 11 a.m. – 1:30 p.m.

Nearly all of these articles are or will be available on Blackboard. Please let me know if you determine any are not there. In addition, articles may be added to or deleted from the reading list; students will be notified.

If you have not had any of the doctoral level statistical classes (and even if you have), you may have difficulty with some of the methods used in the empirical articles. Do not worry about this.

GETTING STARTED (8/26)

The following articles will be used for discussion about ideas and idea generation, and taking a paper from idea to publication.

Bell, M. P., & Harrison, D. A. (1996). Using intra-national diversity for international assignments: A model of bicultural competence and expatriate adjustment. *Human Resource Management Review*, *6*: 47-74.

Harrison, D. A., Price, K. H., & Bell, M. P. (1998). Beyond relational demography: Time and the effects of surface-versus deep-level diversity on work groups. *Academy of Management Journal, 41*: 96-107.

Bartunek, J. M., Rynes, S., & Ireland, D. I. (2006). What makes management research interesting, and why does it matter? *Academy of Management Journal*, 49: 9-15.

Johanson, L. M. (2007). Sitting in your reader's chair. *Journal of Management Inquiry,* 16(3): 290-294.

INTRODUCTORY ARTICLES 9/9

The following articles are to help stimulate thinking about the kind of research we do in management, management education, and journal rankings. Why do we study what we study and see things through certain lenses?

***The first syntheses are due on 9/8 (5 p.m. CST). Save your syntheses into one file, with your name, topic, and date. For example YOURNAMEINTROARTICLES9813 for week one.

Brief, A. P. (2000). Still servants of power. *Journal of Management Inquiry.* 9 (4): 342-351.

Bramel, D., & Friend, R. (1981). Hawthorne, the myth of the docile worker, and class bias in psychology. *American Psychologist*, *36*, 867-878.

Ghoshal, S. (2005) Bad management theories are destroying good management practices. *Academy of Management Learning & Education*, Vol 8, 75-95.

Nord, W. R. (1977). Job satisfaction reconsidered. *American Psychologist*, *32*, 1026-1035.

Adler, N. J. & Anne-Wil, Harzing (2009). When knowledge wins: Transcending the sense and nonsense of academic rankings. *Academy of Management Learning & Education*. Vol. 8, 72-95.

Rousseau, D. (2006). Is there such a thing as "evidence-based management"? *Academy of Management Review,* 31: 256-269.

Ferraro, F. Pfeffer, J., & Sutton, R. L. (2005). Economics language and assumptions: How theories can become self-fulfilling. *Academy of Management Review,* 30: 8-24. *Note: 2005 AMR Best Article*.

Wang, et al. 2011. Economics Education and Greed. *Academy of Management Learning & Education*, 10: 643-660.

STRATEGIC HUMAN RESOURCE MANAGEMENT(9/16)

Wright, P. M., & McMahan, G. C. (1992). Alternative theoretical perspectives on strategic human resource management. *Journal of Management*, 18: 295-320.

Pfeffer, J. (1995). Producing sustainable competitive advantage through the effective management of people. *Academy of Management Executive*, 9: 55-72.

Fulmer, I, Gerhart, B. & Scott, K. (2003). Are the 100 best better? An empirical investigation of the relationship between being a "great place to work" and firm performance. *Personnel Psychology.* 56: 965-993.

Barney, J. B., & Wright, P. M. (1998). On becoming a strategic partner: The role of human resources in gaining competitive advantage. *Human Resource Management*, 37: 31-46.

Arthur, J. B. (1994). Effects of human resource systems on manufacturing performance. *Academy of Management Journal*, 37: 670-687.

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.

MacDuffie, J. P. (1995). Human resource bundles and manufacturing performance: Organizational logic and flexible production systems in the world auto industry. *Industrial and Labor Relations Review*, 48: 197-221.

Wright, P. M., Smart, D. L., & McMahan, G. C. (1995). Matches between human resources and strategy among NCAA basketball teams. *Academy of Management Journal,* 38: 1052-1074.

Posthuma, R. A., Campion, M. C., Masimova, M., & Campion, M. A. (2012). A high performance work practices taxonomy: Integrating the literature and directing future research. *Journal of Management,* 39(5): 1184-1220.

DIVERSITY and EQUAL OPPORTUNITY I (9/23)

Graham et al., 2008. Diversity management content in introductory human resource management textbooks. *Academy of Management Learning & Education*, 7(3): 429-433.

Dreher, G. F., & Cox, T. H., Jr. 1996. Race, gender, and opportunity: A study of compensation attainment and the establishment of mentoring relationships. *Journal of Applied Psychology*. 81: 297-308.

Cox, T. H. & Blake, S. (1991). Managing cultural diversity: Implications for Organizational Competitiveness. *Academy of Management Executive*, 5: 45-56.   *Note: This is a classic, often-quoted diversity article.*

Harrison, D. A., Price, K. H., & Bell, M. P. (1998). Beyond relational demography: time and the effects of surface-and deep-level diversity on work group cohesion. *Academy of Management Journal*, 41: 9-107.

Richard, O. C. (2000). Racial diversity, business strategy, and firm performance: A resource-based view. *Academy of Management Journal*, 43: 164-178.

Goldman, B. M., Gutek, B. A., Stein, J. H., & Lewis, K. (2006). "Employment Discrimination in Organizations: Antecedents and Consequences". *Journal of Management*, 32(6): 786-831.

Martins, L., Eddleston, K, & Veiga, J. (2002). Moderators of the relationship between work-family conflict and career satisfaction. *Academy of Management Review,* 45: 399-409.

Arthur, M. A. (2003). Share price reactions to work-family initiatives: An institutional perspective. *Academy of Management Review,* 48: 497-505.

DIVERSITY and EQUAL OPPORTUNITY II (9/30)

Avery, D., R., McKay, P. F., Wilson, D. C., & Tonidandel, S., 2007. Unequal attendance: The relationships between race, organizational diversity cues, and absenteeism. *Personnel Psychology*, 60(4): 875-902.

Bell, M. P., & Harrison, D. A. (1996). Using intra-national diversity for international assignments: A model of bicultural competence and expatriate adjustment. *Human Resource Management Review*, *6*: 47-74.

Pattie, M. & Parks, L. (2011). Adjustment, turnover, and performance: the deployment of minority expatriates. *The International Journal of Human Resource Management*, Vol. 22, No. 10, June 2011, 2262–2280

Bertrand, M. & Mullainathan, S. (2004). "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination." *American Economic Review*, 94: 991-1013.

Castilla, E. J. (2008). "Gender, Race, and Meritocracy in Organizational Careers." *American Journal of Sociology*, 113(6): 1479-1526.

Dovidio, J. F. & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science*, 11(4): 315-320.

Dreher, G. F., & Cox, T. H., Jr. 1996. Race, gender, and opportunity: A study of compensation attainment and the establishment of mentoring relationships. *Journal of Applied Psychology***,** 81: 297-308.

Lyness, K., & Schrader, C. A. (2006). Moving ahead or Just Moving? An Examination of Gender differences in Senior Corporate Management Appointments." *Group and Organization Management*, 31: 651-676.

Elvira, M. M. & Zatzick, D. D. (2002). Who's Displaced First? The Role of Race in Layoff Decisions." *Industrial Relations*, 41(2): 329-361.

Ragins, B. R., & Cornwell, J. M. 2001. Pink Triangles: Antecedents and Consequences of Perceived Workplace Discrimination against gay and lesbian employees. *Journal of Applied Psychology*, 86: 1244-1261.

STAFFING I (10/7)

Bell, M. P., & Harrison, D. A. (1996). Using intra-national diversity for international assignments: A model of bicultural competence and expatriate adjustment. *Human Resource Management Review*, 6: 47-74.

Berry, D. P. & Bell, M. P**.**   (2012). "Expatriates": Gender, race, and class distinctions in international
   management. *Gender, Work and Organization*, 19 (1): 10-28.

Bertrand, M. & Mullainathan, S. (2004). "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination." *American Economic Review*, 94: 991-1013.

Dovidio, J. F. & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999.
Psychological Science, 11(4): 315-320.

Boswell, W. R., Roehling, M. V., LePine, M. A., & Moynihan, L. M. (2003). Individual job-choice decisions and the impact of job attributes and recruitment practices: A longitudinal field study. *Human Resource Management*, 42: 23-37.

Breaugh, J. A., & Starke, M. (2000). Research on employee recruitment: So many studies, so many remaining questions. *Journal of Management*, 26: 405-434.

Honeycutt, T. L., & Rosen, B. (1997). Family Friendly Human Resource Policies, Salary Levels, and Salient Identity as Predictors of Organizational Attraction. *Journal of Vocational Behavior*, 50: 271-290.

Meglino, B. M., DeNisi, A. S., & Ravlin, E. C. (1993). Effects of previous job exposure and subsequent job status on the functioning of a realistic job preview. *Personnel Psychology*, 46: 803-822.

Ployhart, R. E. (2004). Organizational staffing: A multilevel review, synthesis, and model. *Research in Personnel and Human Resources Management*, 23: 121-176.

STAFFING II (10/14)

Wilk, S. L. & Cappelli P., (2003). Understanding the determinants of employer use of selection methods. *Personnel Psychology,* 56: 103-124.

Barrick, M. & Zimmerman, R. (2005). Reducing voluntary, avoidable turnover through selection. *Journal of Applied Psychology,* 90: 159-166.

Dudley, N., Orvis, K., Lebiecki, J., & Cortina, J. (2006). A meta-analytic investigation of conscientiousness in the prediction of job performance: Examining the intercorrelations and the incremental validity of narrow traits. *Journal of Applied Psychology,* 91: 40-57.

Schmidt, F. L., & Hunter, H. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin*, 124: 262-274.

Ferris, G. R., Witt, L. A., & Hochwarter, A. H. (2001). Interaction of social skill and general mental ability on job performance and salary. *Journal of Applied Psychology,* 86: 1075-1082.

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.

Posthuma, R. A., Morgeson, F. P., & Campion, M. A. (2002). Beyond employment interview validity: A comprehensive narrative review of recent research and trends over time. *Personnel Psychology*, 55: 1-81.

Campion, M. A., Palmer, D. K., & Campion, J. E. (1997). A review of structure in the selection interview. *Personnel Psychology*, 50: 655-702.

van der Zee, K. I., Bakker, A.,& Bakker, P. (2002). Why are structured interviews so rarely used in personnel selection? *Journal of Applied Psychology,* 87: 176-184.

McCarthy, J. M., Van Iddeking, C. H., & Campion, M. A., (2010). Are highly structured job interviews resistant to demographic similarity effects?" *Personnel Psychology,* 63: 325-359.

COMPENSATION I (10/21)

Kerr, S. (1975). On the folly of rewarding A, while hoping for B. *Academy of Management Journal*, 18: 769-783. *Note: this is a classic, often quoted article in the field.*

Mitchell, T. R., & Mickel, A. E. (1999). The meaning of money: An individual-difference perspective. *Academy of Management Review*, 24: 568-578.

Rynes, S. L., Gerhart, B., & Minette, K. A. (2004). The importance of pay in employee motivation: Discrepancies between what people say and what people do. *Human Resource Management*, 43: 381-394.

Dreher, G. F., & Cox, T. H., Jr. 1996. Race, gender, and opportunity: A study of compensation attainment and the establishment of mentoring relationships. *Journal of Applied Psychology*, 81: 297-308.

Colella, Adrienne; Paetzold, Ramona L.; Zardkoohi, Asghar; Wesson, Michael J.. (2007). Exposing Pay Secrecy. Academy of Management Review, Vol. 32 Issue 1, p55-71

Bartol, K. M., & Martin, D. C. (1990). When politics pays: Factors influencing managerial compensation decisions. *Personnel Psychology*, 43: 599-614.

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Jenkins, G. D., Jr., Mitra, A., Gupta, N., & Shaw, J. D. (1998) Are financial incentives related to performance? A meta-analytic review of empirical relationships. *Journal of Applied Psychology*, 83: 777-787

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MANA 6347 Syllabus Quiz

(Write in your answers to the questions below, then sign and date. Turn this sheet in on 8/26 during class).

1. When is the first date that students are required to facilitate a session?   _____.

2. When is the first that date students are required to write and submit syntheses? _____.

3.   What are the penalties for late syntheses?   _____.

4.   What is the minimum number of articles required for each week's synthesis? _____.

5.   By what date must an abstract for the major paper be submitted?   _____.

6.   On what two dates are the major paper presentations? A) _____   B) _____.

7.   What are three of your preferred facilitation weeks?

         Date: _____   Topic: _____

         Date: _____   Topic: _____

         Date: _____   Topic: _____

Name: _____

Date: _____