

Class Time: Wednesday 2:00-5:00pm	Class Location: JLB 219
Instructor: Professor Maria Kraimer Email: maria.kraimer@rutgers.edu Office: JLB 211 Cell Phone: 319-471-1042	Office Hours: By appointment

COURSE OVERVIEW AND OBJECTIVES

This doctoral seminar provides an overview of theory and research related to micro-level human resource functions such as job performance, recruitment, selection, performance appraisal and management, diversity, work-family interface, compensation, training and development, and employee retention. The readings assigned for the course are designed to provide students an overview of the theoretical perspectives and empirical research findings on the topics noted above. The readings are by no means comprehensive, but rather introduce students to various perspectives and methodological approaches to studying micro-HRM topics. While I included a few “classic” articles to provide you with foundational knowledge of the topic, the focus is on more recently published articles to give you a sense of the trends. For the required readings, I focused mostly on empirical primary studies, rather than meta-analyses or review articles, so that you can also gain knowledge about research design and methods. *For the topics you are interested in learning more about and in preparing for comprehensive/ qualifying exams, you should read the supplemental readings provided in two separate documents, which includes many meta-analyses, review articles, and recently published articles (2021-2023) from a thorough search of JAP, PPSYCH, and AMJ.*

The course objectives are to:

- Develop your knowledge of theory and research relevant to the micro HRM literature
- Develop skills to critique theory and research in the HRM literature
- Identify areas for future theoretical and empirical investigation in HRM
- Understand the various methodological approaches relevant to research on HRM topics
- Develop skills in scholarly writing and presentations.

COURSE ASSESSMENTS

Assignment	Due Date	Points
1. Class Participation	Every Class	20
2. Discussion Leader	TBD	15
3. Journal Article Review		15
4. Introduction to Research Proposal Paper		10
5. Final Exam		20
6. Full Research Proposal		20

- (1) **Class Participation (20 points; 20% of grade).** It is expected that each student will come to class having carefully read the required readings listed for that day and ready to present the main points of each article. Most importantly, you should integrate the readings and be prepared to discuss major findings and/or inconsistent results. The classes will be mostly discussion oriented and all of us should be prepared to actively participate each week. This includes actively listening and respectfully responding to other students' comments. This also means you need to attend class each week. You will be graded on class participation because it is an important goal of this course to develop your research skills to the point where you can carefully analyze and critique research articles. Your grade will be determined based on both quantity and quality of your contributions to the weekly class discussions.
- (2) **Discussion Leader (15 points; 15% of grade).** Each student will be responsible for being the Discussion Leader for one week and a Co-Leader in another week (assigned in week 1). *As Discussion (Co)Leader, you are required to prepare PPT slides that briefly summarize each article's key purpose and findings and list discussion questions related to each article and the set of articles. The PPT slides should be emailed to me by 6pm Tuesday evening before the week's class so that I can post them for all students.* The Discussion Leader(s) is then responsible for leading and facilitating the class discussion that week, based on their PPT slides. This should include (but is not limited to) summarizing each article's purpose, theory, and findings; identifying key themes, similarities, differences, and contribution of the set of articles; and identifying future research ideas. You will earn up to 12 points for the week you are the sole Discussion Leader and up to 3 points for the week you are a Co-leader.
- (3) **Journal Article Review (15 points; 15% of grade).** An important professional service activity that all academics should engage in is serving as a blind reviewer for articles submitted to refereed journals. In addition, learning to critique a journal article can provide a more sophisticated and comprehensive set of analytical and communication skills and can provide insight into one's own work. For this assignment, I will provide you with an unpublished manuscript with all identifying information removed on September 20. **You will provide me (the editor) with a formal review addressed to the authors by October 18 at the start of class time (2pm EST).** Please see the separate assignment document titled

“Journal Review Assignment Details” for further instructions and guidance. See the Appendix of this syllabus for articles that provide guidance for reviewers.

- (4) **Introduction to Research Proposal Paper (10 points; 10% of grade).** Per assignment #5, you are required to submit a research proposal on a course-related topic. Please see the full description of this assignment below. **You are required to submit the “Introduction” on November 8 by midnight EST.**

In the Introduction, which should be about 5-6 double-spaced pages, you should:

- introduce the topic;
- define key constructs;
- explain why it is an important topic/construct to study;
- provide a very brief literature review of what we already know about this topic, identifying a gap relevant to your study; and
- provide a description of the purpose and goals of your proposed study;
- end this section with a clear statement on how your study will contribute to this literature.

Note: the literature review should be based on at least 15 articles, which are then very succinctly summarized in an integrative manner.

Be sure to include the References with the submitted assignment. The Introduction will be graded and my feedback should be incorporated into your complete paper submitted at the end of the semester. I am grading this as a separate component because (a) it is a very important part of any paper submitted to a journal and (b) to provide you with some feedback on your general proposal idea before you write the full paper.

- (5) **Research Proposal Paper (20 points; 20% of grade).** Each student will be required to submit a research proposal on a course-related topic. You should think of this as the research proposal of an empirical paper that you might want to conduct in the future. **The full paper is due by midnight on December 17** and should include the following sections:

- **Introduction to your paper** (5-6 pages). See assignment #4. The complete paper should include your revised introduction that incorporates my feedback.
- **Development of hypotheses grounded in theory** (about 4-7 pages). You will want to briefly summarize the theory and then develop each of the hypothesized relationships based on the theory. Be sure to cite any empirical research that has previously supported your theoretical viewpoint. You should have between three and six hypotheses; do not develop an overly complex theoretical model. Include a Figure depicting your hypothesized model, which should be inserted after References.
- **An overview of the proposed research methodology** (about 3-4 pages). This should include proposed design (e.g., experiment, field survey, qualitative study), sample, measures, analytical techniques, and strengths and limitations of your proposed research methods. Your proposed methods should follow best practices per the

readings from this class and your other courses. This section should primarily focus on the research design, with less emphasis on analytical techniques.

- **Conclusion** summarizing the key purpose and goals of the study (1 paragraph)

The paper should also meet the following requirements:

- Not exceed 25 pages, double-spaced and 12-point Times New Roman font, **inclusive** of the title page, references, tables, and any figures;
- Cite at least 15 articles relevant to this course;
- Be formatted according to APA guidelines.

(6) **Final exam (20 points; 20% of grade).** A take-home essay exam will be given during class period on Wednesday, **December 13 (last class period)**. The exam questions will be similar to comprehensive exam questions, except in this case, you will be responsible only for the required readings from this course. I will post the exam in Canvas at 1:55pm the day of the exam and you will have 3 hours to complete the exam at home. You will need to submit the completed exam by 5:15pm through Canvas. Exams submitted late will receive a 1-point deduction for every 10 minutes you are late.

GRADING: Each assessment activity will be assigned points commensurate with your performance and the assigned weighting for the activity, for a total of up to 100 points. Final grades will be based on the following scale:

- A 90-99 points
- B 80-89 points
- C 70-79 points

In unusual circumstances of inadequate performance, students may receive a D or F.

Please note that the schedule, course assignments, and/or readings are subject to change based on the discretion of the instructor.

POLICIES

Communication Maintenance: Please be aware that any announcements that impact the class schedule or assessments will be sent to *your university email address (@rutgers.edu)*. Please be sure to check that email account on a regular (daily) basis during the semester and final exam period. I will also post important announcements on CANVAS. Please feel free to call my office phone or email me with questions or concerns about the course and/or any assignments. I will endeavor to reply to you within 48 hours. If you are absent from a class, please ask a fellow student for the lecture notes.

Attendance Policy: Attendance at all scheduled classes is expected. Failure to attend classes with no authentic excuse will negatively affect your grade – as attendance and participation are

accounted for in the course assessment. Rutgers University Attendance Policy has assigned the following recognized grounds for absences:

1. Illness requiring medical attention (written proof is needed).
2. Curricular or extracurricular activities approved by the faculty.
3. Personal obligations claimed by the student and recognized as valid (pre-approved by the instructor unless it is a family emergency).
4. Recognized religious holidays.
5. Severe inclement weather causing dangerous traveling conditions (Rutgers University usually cancels classes when the weather conditions are not safe for commute).

PLEASE CONTACT ME IF YOU WILL NEED TO BE ABSENT FROM CLASS.

Academic Misconduct: All students enrolled in this course are responsible for abiding by the guidelines outlined in the University's Academic Integrity Policy. You can find the full policy at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>. In particular, the principles of academic integrity require that a student do the following:

- *Properly acknowledge and cite all use of the ideas, results, or words of others.*
- *Properly acknowledge all contributors to a given piece of work.*
- *Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.*
- *Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.*
- *Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.*
- *Uphold the canons of the ethical or professional code of the profession for which he or she is preparing.*

If you have any questions about what is expected of you generally or on any specific assignment, please do not hesitate to ask me.

Accommodating Disabilities: “Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>”. For additional information, please visit the website of the Office of Disability Services at: <https://ods.rutgers.edu/students>.

If you have a disability that may require some modification of seating, testing, or any other class requirement, please let me know as soon as possible so that appropriate arrangements can be

made. Similarly if you have any emergency medical information about which I should know, or if you need special arrangements in the event the building must be evacuated, please let me know. Please see me after class hours or during my scheduled office hours or schedule an appointment.

Student Wellness Services: Rutgers provides several resources to assist students who may be experiencing distress or mental health concerns. The following are some of the resources that are available to you if you need them.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners: (732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Grade Appeals: If you have a concern about a grade that you receive on any assignment in this class you are invited to submit a written appeal to me within one week of receiving the grade in question. This appeal should outline your specific concerns with the grade and the evidence you have to support why it should be changed. I will consider your written appeal and schedule time to talk to you regarding the grade.

Submitting Assignments and Make-up Exams: All written assignments must be submitted before the beginning of the class period on their respective due dates. Late submission of assignments will incur a penalty of 10% per business day.

Assignment extensions and make-up exams are only available in extenuating circumstances (i.e., medical/health emergency for yourself or dependent, death in the immediate family, mandatory religious observations, or university-related mandatory travel) *and must be approved by me prior to the assignment or exam due date*. Written proof of the extenuating circumstance, from a legitimate authority, is required at the time the request is made.

Not Happy with this Course? Any concerns you have regarding this course should first be discussed with me, Maria Kraimer. If I can't resolve your concern to your satisfaction, you may contact the Director of the PhD Program (Professor Jessica Methot). I truly hope you enjoy this course though 😊

Other Course Policies: All other course policies are governed by the School of Management and Labor Relations.

OVERVIEW OF TOPICS AND SCHEDULE

WEEK	DATE	TOPIC	ASSIGNMENTS DUE	Discussion Leader(s)
1	Sept 6	Introduction to Micro- HRM	Assign discussion leader to topics	Maria
2	Sept 13	Theories of Job Performance		
3	Sept 20	Recruitment and Job Search	Article for “Review” assignment distributed	
4	Sept 27	Employee Selection		
5	Oct 4	Socialization/ On-boarding		
6	Oct 11	Performance Appraisals		
7	Oct 18	Performance Feedback	Journal Article Review Due (by 2:00pm)	
8	Oct 25	NO CLASS	Prof Kraimer will be attending SMA	NA
9	Nov 1	Training & Development		
10	Nov 8	Compensation & Rewards	Introduction to Research Proposal Due (midnight)	
11	Nov 15	Work-Nonwork Interface		
12	Nov 22	NO CLASS	(Friday classes held on Wednesday; Thanksgiving break)	NA
13	Nov 29	Diversity and Inclusion		
14	Dec 6	Employee Turnover/Retention		
15	Dec 13	Take-home exam (stay home)	Final Exam (2:00-5:00pm)	NA
16	Dec 17 (Sunday)		Full Research Proposal Due (midnight)	

WEEKLY READINGS

WEEK 1 - INTRODUCTION TO MICRO-HRM RESEARCH AND THEORY

Required Readings

1. Salas, E., Kozlowski, S. W. J., & Chen, G. (2017). A century of progress in industrial and organizational psychology: Discoveries and the next century. *Journal of Applied Psychology, 102*(3), 589-598.
2. Corley, K. G., & Gioia, D. A. (2011). Building theory about theory building: what constitutes a theoretical contribution? *Academy of Management Review, 36*(1), 12-32.
3. Shaw, J. D. (2017). Advantages of starting with theory. *Academy of Management Journal, 60*(3), 819-822.
4. Aguinis, H., & Vandenberg, R. J. (2014). An ounce of prevention is worth a pound of cure: Improving research quality before data collection. *Annual Review of Organizational Psychology and Organizational Behavior, 1*(1), 569-595.

WEEK 2 – THEORIES OF JOB PERFORMANCE

Required Readings

1. Murphy, K.R. (2008). Explaining the weak relationship between job performance and ratings of job performance. *Industrial and Organizational Psychology, 1*, 148-160.
2. Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. *Journal of Applied Psychology, 87*, 66-80.
3. Reb, J., & Greguras, G. J. (2010). Understanding performance ratings: Dynamic performance, attributions, and rating purpose. *Journal of Applied Psychology, 95*, 213-220.
4. Griffin, M.A., Neal, A., & Parker, S.K. (2007). A new model of work role performance: positive behavior in uncertain and interdependent contexts. *Academy of Management Journal, 50*(2), 327-347.
5. Call, M.L., Campbell, E.M., Dunford, B.B., Boswell, W.R., Boss, R.W. (2021). Shining with the stars? Unearthing how group star proportion shapes non-star performance. *Personnel Psychology, 74*: 543–572. <https://doi.org/10.1111/peps.12420>

WEEK 3 – RECRUITMENT AND JOB SEARCH

Required Readings

1. Zhang, L., Van Iddekinge, C. H., Arnold, J. D., Roth, P. L., Lievens, F., Lanivich, S. E., & Jordan, S. L. (2020). What's on job seekers' social media sites? A content analysis and effects of structure on recruiter judgments and predictive validity. *Journal of Applied Psychology, 105*(12), 1530–1546. <https://doi.org/10.1037/apl0000490>
2. Wanberg, C.R., van Hooft, E.A.J., Liu, S., & Csillag B. (2020). Can job seekers achieve more through networking? The role of networking intensity, self-efficacy, and proximal benefits. *Personnel Psychology, 73*:559–58.
3. Fang, R. T., & Saks, A. M. (2021). Class advantage in the white-collar labor market: An investigation of social class background, job search strategies, and job search success. *Journal of Applied Psychology, 106*(11), 1695–1713. <https://doi.org/10.1037/apl0000842>.
4. Walker, H. J., Bauer, T. N., Cole, M. S., Bernerth, J. B., Feild, H. S., & Short, J. C. (2013). Is this how I will be treated? Reducing uncertainty through recruitment interactions. *Academy of Management Journal, 56*, 1325-1347.
5. McFarland, LA, Kim, Y. (2021). An examination of the relationship between applicant race and accrued recruitment source information: Implications for applicant withdrawal and test performance. *Personnel Psychology, 2021*; 74: 831–861. <https://doi.org/10.1111/peps.12431>.
6. Kazmi, M. A., Spitzmueller, C., Yu, J., Madera, J. M., Tsao, A. S., Dawson, J. F., & Pavlidis, I. (2022). Search committee diversity and applicant pool representation of women and underrepresented minorities: A quasi-experimental field study. *Journal of Applied Psychology, 107*(8), 1414–1427. <https://doi.org/10.1037/apl0000725>

WEEK 4 – EMPLOYEE SELECTION

Required Readings

1. Klein, R. M., Dilchert, S., Ones, D. S., & Dages, K. D. (2015). Cognitive predictors and age-based adverse impact among business executives. *Journal of Applied Psychology, 100*, 1497-1510.
2. Madera, J. M., & Hebl, M. R. (2012). Discrimination against facially stigmatized applicants in interviews: An eye-tracking and face-to-face investigation. *Journal of Applied Psychology, 97*, 317-330.
3. Reynolds, T., Zhu, L., Aquino, K., & Strojcek, B. (2021). Dual pathways to bias: Evaluators' ideology and resentment independently predict racial discrimination in hiring contexts. *Journal of Applied Psychology, 106*(4), 624–641. <https://doi.org/10.1037/apl0000804>

4. Barrick, M. R., Swider, B. W., & Stewart, G. L. (2010). Initial evaluations in the interview: Relationships with subsequent interviewer evaluations and employment offers. *Journal of Applied Psychology, 95*, 1163-1172.
5. 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.
6. Hickman, L., Bosch, N., Ng, V., Saef, R., Tay, L., & Woo, S. E. (2022). Automated video interview personality assessments: Reliability, validity, and generalizability investigations. *Journal of Applied Psychology, 107*(8), 1323–1351.
<https://doi.org/10.1037/apl0000695>.

WEEK 5 – SOCIALIZATION/ON-BOARDING

Required Readings

1. Ashforth, B. K., & Saks, A. M. (1996). Socialization tactics: Longitudinal effects on newcomer adjustment. *Academy of management Journal, 39*(1), 149-178.
2. Morrison, E. W. (2002). Newcomers' relationships: The role of social network ties during socialization. *Academy of management Journal, 45*(6), 1149-1160.
3. Kammeyer-Mueller, J. D., & Wanberg, C. R. (2003). Unwrapping the organizational entry process: disentangling multiple antecedents and their pathways to adjustment. *Journal of Applied Psychology, 88*(5), 779-794.
4. Ellis, A. M., Nifadkar, S. S., Bauer, T. N., & Erdogan, B. (2017). Newcomer adjustment: Examining the role of managers' perception of newcomer proactive behavior during organizational socialization. *Journal of Applied Psychology, 102*(6), 993.
5. Zhou, L., Park, J., Kammeyer-Mueller, J. D., Shah, P. P., & Campbell, E. M. (2022). Rookies connected: Interpersonal relationships among newcomers, newcomer adjustment processes, and socialization outcomes. *Journal of Applied Psychology, 107*(3), 370-388.

WEEK 6 – PERFORMANCE APPRAISALS/ MANAGEMENT

Required Readings

1. Greenberg, J. (1986). Determinants of perceived fairness of performance evaluations. *Journal of Applied Psychology, 71*, 340-342.
2. Dulebohn, J.H. & Ferris, G.R. (1999). The role of influence tactics in perceptions of performance evaluations' fairness. *Academy of Management Journal, 42*, 288-3033.
3. Findley, H.M., Giles, W.F., & Mossholder, K.W. (2000). Performance appraisal process and system facets: Relationships with contextual performance. *Journal of Applied Psychology, 85*, 634-640.

4. Meinecke, A. L., Lehmann-Willenbrock, N., & Kauffeld, S. (2017). What happens during annual appraisal interviews? How leader–follower interactions unfold and impact interview outcomes. *Journal of Applied Psychology, 102*, 1054-1074.
5. Ravid, D. M., White, J. C., Tomczak, D. L., Miles, A. F., & Behrend, T. S. (2023). A meta-analysis of the effects of electronic performance monitoring on work outcomes. *Personnel Psychology, 76*, 5–40. <https://doi.org/10.1111/peps.12514>

WEEK 7 – PERFORMANCE FEEDBACK

Required Readings

1. Smither, J.W., London, M. & Reilly, R.R. (2005). Does performance improve following multisource feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel Psychology, 58*: 33-66.
2. Rosen, C. C., Levy, P. E., & Hall, R. J. (2006). Placing perceptions of politics in the context of the feedback environment, employee attitudes and job performance. *Journal of Applied Psychology, 91*, 211-220.
3. Anseel, F., Lievens, F., & Schollaert, E. (2009). Reflection as a strategy to enhance task performance after feedback. *Organizational Behavior and Human Decision Processes, 110*(1), 23-35,
4. Wang, M., Burlacu, G., Truxillo, D, James, K., & Yao, X. (2015). Age differences in feedback reactions: The roles of employee feedback orientation on social awareness and utility. *Journal of Applied Psychology, 100*(4), 1296-1308.
5. Simon, L. S., Rosen, C. C., Gajendran, R. S., Ozgen, S., & Corwin, E. S. (2022). Pain or gain? Understanding how trait empathy impacts leader effectiveness following the provision of negative feedback. *Journal of Applied Psychology, 107*(2), 279–297. <https://doi.org/10.1037/apl0000882>

WEEK 8 – NO CLASS

- Work on your Introduction to the Research Proposal

WEEK 9 – TRAINING & DEVELOPMENT

Required Readings

1. Chung, S., Zhan, Y., Noe, R. A., & Jiang, K. (2022). Is it time to update and expand training motivation theory? A meta-analytic review of training motivation research in the 21st century. *Journal of Applied Psychology, 107*(7), 1150–1179. <https://doi.org/10.1037/apl0000901>
2. Sitzmann, T., Brown, K.G., Casper, W.J., Ely, K., & Zimmerman, R.D. (2008). A review and meta-analysis of the nomological network of trainee reactions. *Journal of Applied Psychology, 93*(2), 280-295.
3. Wolfson, M. A., Tannenbaum, S. I., Mathieu, J. E., & Maynard, M. T. (2018). A cross-level investigation of informal field-based learning and performance improvements. *Journal of Applied Psychology, 103*, 14-36.
4. Glerum, D. R., Joseph, D. L., McKenny, A. F., & Fritzsche, B. A. (2021). The trainer matters: Cross-classified models of trainee reactions. *Journal of Applied Psychology, 106*(2), 281–299. <https://doi.org/10.1037/apl0000503>.
5. Ragins, B. R., & Ehrhardt, K. (2021). Gaining perspective: The impact of close cross-race friendships on diversity training and education. *Journal of Applied Psychology, 106*(6), 856–881. <https://doi.org/10.1037/apl0000807>

WEEK 10 – COMPENSATION AND REWARDS

Required Readings

1. Cadsby, C.B., Song, F., & Tapon, F. (2007). Sorting and incentive effects of pay-for-performance: An experimental investigation. *Academy of Management Journal, 50*, 387-405.
2. He, W., Li, S. L., Feng, J., Zhang, G., & Sturman, M. C. (2021). When does pay for performance motivate employee helping behavior? The contextual influence of performance subjectivity. *Academy of Management Journal, 64*(1), 293-326.
3. Abdulsalam, D., Maltarich, M. A., Nyberg, A. J., Reilly, G., & Martin, M. (2021). Individualized pay-for-performance arrangements: Peer reactions and consequences. *Journal of Applied Psychology, 106*(8), 1202–1223. <https://doi.org/10.1037/apl0000820>
4. Alterman, V., Bamberger, P. A., Wang, M., Koopmann, J., Belogolovsky, E., & Shi, J. (2021). Best not to know: Pay secrecy, employee voluntary turnover, and the conditioning effect of distributive justice. *Academy of Management Journal, 64*(2), 482-508.

5. Dreher, G.F., Carter, N.M., & Dworkin, T. (2019). The pay premium for high-potential women: A constructive replication and refinement. *Personnel Psychology*, 72, 495-511.
6. Kim, J. H., Gerhart, B., & Fang, M. (2022). Do financial incentives help or harm performance in interesting tasks? *Journal of Applied Psychology*, 107(1), 153–167. <https://doi.org/10.1037/apl0000851>

WEEK 11 – WORK-NONWORK INTERFACE

Required Readings

1. Kreiner, G. E., Hollensbe, E.D., & Sheep, M.L. (2009). Balancing borders and bridges: Negotiating the work-home interface via boundary work tactics. *Academy of Management Journal*, 52(4), 704-730.
2. Dumas, T.L. & Stanko, T.L. (2017). Married with children: How family role identification shapes leadership behaviors at work. *Personnel Psychology*, 70, 597-633.
3. Zhao, K., Zhang, M., Kraimer, M. L., & Yang, B. (2019). Source attribution matters: Mediation and moderation effects in the relationship between work-to-family conflict and job satisfaction. *Journal of Organizational Behavior*, 40(4), 492-505.
4. Hu, J. (J.), Chiang, T. -J. (J.), Liu, Y., Wang, Z., & Gao, Y. (2023). Double challenges: How working from home affects dual-earner couples' work-family experiences. *Personnel Psychology*, 76, 141–179. <https://doi.org/10.1111/peps.12559>
5. Allen, T. D., Regina, J., Wiernik, B. M., & Waiwood, A. M. (2023). Toward a better understanding of the causal effects of role demands on work–family conflict: A genetic modeling approach. *Journal of Applied Psychology*, 108(3), 520–539. <https://doi.org/10.1037/apl0001032>

WEEK 12 – No Class (Thanksgiving Week; Fridays classes on Wednesday)

WEEK 13 – DIVERSITY AND INCLUSION

1. Gardner, D. M., & Ryan, A. M. (2020). What's in it for you? Demographics and self-interest perceptions in diversity promotion. *Journal of Applied Psychology*, 105(9), 1062–1072. <https://doi.org/10.1037/apl0000478>
2. King, E. B., & Ahmad, A. S. (2010). An experimental field study of interpersonal discrimination toward Muslim job applicants. *Personnel Psychology*, 63(4), 881-906.
3. Dhanani, L.Y., Beus, J.M., & Joseph, D.L. (2018). Workplace discrimination: A meta-analytic extension, critique, and future research agenda. *Personnel Psychology*, 71, 147-179.

4. Dwivedi, P., Gee, I. H., Withers, M. C., & Boivie, S. (2023). No reason to leave: The effects of CEO diversity-valuing behavior on psychological safety and turnover for female executives. *Journal of Applied Psychology, 108*(7), 1262–1276. <https://doi.org/10.1037/apl0001071>.
5. Ward, A.-K., Beal, D. J., Zyphur, M. J., Zhang, H., & Bobko, P. (2022). Diversity climate, trust, and turnover intentions: A multilevel dynamic system. *Journal of Applied Psychology, 107*(4), 628–649. <https://doi.org/10.1037/apl0000923>.
6. Hershcovis, M. S., Vranjes, I., Berdahl, J. L., & Cortina, L. M. (2021). See no evil, hear no evil, speak no evil: Theorizing network silence around sexual harassment. *Journal of Applied Psychology, 106*(12), 1834–1847. <https://doi.org/10.1037/apl0000861>

WEEK 14 - EMPLOYEE TURNOVER / RETENTION

Required Readings

1. Hom, P.W., Caranikas-Walker, F., Prussia, G.E., & Griffeth, R. W. (1992). A meta-analytic structural equations analysis of a model of employee turnover. *Journal of Applied Psychology, 77*(6), 890-909.
2. Lee, T. W., Mitchell, T. R., Wise, L., & Fireman, S. (1996). An unfolding model of voluntary employee turnover. *Academy of Management journal, 39*(1), 5-36.
3. Porter, C. M., Woo, S. E., & Campion, M. A. (2016). Internal and external networking differentially predict turnover through job embeddedness and job offers. *Personnel Psychology, 69*(3), 635-672.
4. Kraimer, M. L., Shaffer, M. A., Harrison, D. A., & Ren, H. (2012). No place like home? An identity strain perspective on repatriate turnover. *Academy of Management Journal, 55*(2), 399-420.
5. Woehler, M., Floyd, T. M., Shah, N., Marineau, J. E., Sung, W., Grosser, T. J., Fagan, J., & Labianca, G. (J.). (2021). Turnover during a corporate merger: How workplace network change influences staying. *Journal of Applied Psychology, 106*(12), 1939–1949. <https://doi.org/10.1037/apl0000864>

APPENDIX
ARTICLES ON TO ASSIST WITH REVIEWING

- Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *American Psychologist, 73*(1), 3.
- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D., Josselson, R., & Suárez-Orozco, C. (2018). Journal article reporting standards for qualitative research in psychology: The APA publications and communications board task force report. *American Psychologist, 73*, 26-46.
- DeCelles, K. A., Leslie, L. M., & Shaw, J. D. (2019). From the Editors—Disciplinary Code Switching at AMJ: The Tale of Goldilocks and the Three Journals.
- Green, J. P., Tonidandel, S., & Cortina, J. M. (2016). Getting through the gate: Statistical and methodological issues raised in the reviewing process. *Organizational Research Methods, 19*(3), 402-432.
- Pratt, M. G. (2009). From the Editors: For the lack of a boilerplate: Tips on writing (and reviewing) qualitative research. *Academy of Management Journal, 52*, 856-862.
- Ragins, B. R. (2017). Editor's comments: Raising the bar for developmental reviewing.
- Taylor, S. (2003). Big R (versus little r) reviewers: The anonymous coauthor. *Journal of the Academy of Marketing Science, 31*(3), 341-343.
- Zhang, Y., & Shaw, J. D. (2012). Publishing in AMJ—Part 5: Crafting the methods and results.