

Class Time: Wednesday 3:00pm-5:40pm	Class Location: JLB 219
Instructor: Professor Maria Kraimer Email: maria.kraimer@rutgers.edu Office: JLB 211 Phone: 848-445-9449	Office Hours: 1:00-2:00pm Wednesdays

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, compensation, training and career development, and employee retention. The readings assigned for the course are designed to provide you with 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 you to various perspectives and methodological approaches to studying micro-HRM topics. I tried to include some “classic” articles and recently published articles to give you a sense of the trends on each topic. I also focused more on primary studies, rather than meta-analyses or review articles, so that you also gain knowledge about research design and methods to conduct your own primary study. For the topics you find particularly interesting, I included supplemental readings, but again even this list is not comprehensive. You are encouraged to do your own detailed literature review on a topic to gain a full understanding of the research to date.

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	March 4	15
4. Introduction to Research Proposal Paper	March 25	10
5. Complete Research Proposal Paper	April 29	20
6. Final Exam	May 6	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.

Note: the articles listed as “supplemental” are not part of the course requirements, but are provided for those of you interested in conducting further research on the topic (potentially for the research proposal assignment or comprehensive exams).

- (2) **Discussion Leader (15 points; 15% of grade).** Each student will be responsible for being the Discussion Leader for two week's topics (assigned in week 1). Depending on the number of students, there may be co-leaders for some weeks. *As Discussion 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 distributed to the rest of the class, via email, by 6pm Tuesday evening before the week's class.* 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 7.5 points for each Discussion Leader role.
- (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 February 5. You will

provide me (the editor) with a formal review addressed to the authors by March 4. 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 March 25.

In the Introduction, you should: introduce the topic; define key constructs; explain why it is an important topic/construct to study; provide a 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. You should 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.* The Introduction should be about 5-6 pages.

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 “front-end” of an empirical paper that you might want to conduct in the future. The paper is due April 29 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).** An essay exam will be given during class period during finals week (Wednesday, May 6). The exam questions will be similar to comprehensive exam questions, except in this case, you will be responsible only for the required readings (and not the supplemental readings) from this course. You will be allowed to refer to the reading list and two pages of notes (single-sided, minimum of 10 point font), during the exam.

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 student 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 Head of Department (Professor Scott Seibert). 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	IN CLASS & ASSIGNMENTS DUE	Discussion Leader
1	Jan. 22	Introduction to Micro-HRM	Assign discussion leader to topics	Maria
2	Jan. 29	Theories of Job Performance		
3	Feb. 5	Recruitment and Job Search	Article for “Review” assignment distributed	
4	Feb. 12	NO CLASS		
5	Feb. 19	Selection: Individual Differences		
6	Feb. 26	Selection: Interviews		
7	Mar. 4	Performance Appraisals	Journal Article Review Due	
8	Mar. 11	Performance Feedback		
9	Mar. 18	SPRING BREAK		
10	Mar. 25	Diversity & Discrimination	Introduction to Research Proposal Due	
11	Apr. 1	Work-Nonwork Interface		
12	Apr. 8	Training & Development		
13	Apr. 15	Career Management		
14	Apr. 22	Compensation and Rewards		
15	Apr. 29	Employee Retention	Research Proposal Due	
16	May 6		Final Exam	

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. Sanchez, J. I., & Levine, E. L. (2012). The rise and fall of job analysis and the future of work analysis. *Annual Review of Psychology, 63*, 397-425.
3. 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.
4. Shaw, J. D. (2017). Advantages of starting with theory. *Academy of Management Journal, 60*(3), 819-822.

Supplemental

- Davis, M. S. (1971). That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. *Philosophy of the social sciences, 1*(2), 309-344.
- Cortina, J. M. (2016). Defining and operationalizing theory. *Journal of Organizational Behavior, 37*(8), 1142-1149.
- Fisher, G., & Aguinis, H. (2017). Using theory elaboration to make theoretical advancements. *Organizational Research Methods, 1094428116689707*.
- Short, J. (2009). The Art of writing a review article. *Journal of Management, 35*(6), 1312-1317.
- Sutton, R. I., & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly, 40*, 371-384.
- Suddaby, R. (2006). From the Editors: What grounded theory is not. *Academy of Management Journal, 49*, 633-642.
- Byron, K., & Thatcher, S. M. (2016). Editors' comments: "What I know now that I wish I knew then"—Teaching theory and theory building
- Ployhart, R. E., & Bartunek, J. M. (2019). Editors' Comments: There Is Nothing So Theoretical As Good Practice—A Call for Phenomenal Theory.
- Aguinis, H., Ramani, R. S., & Alabduljader, N. (2018). What you see is what you get? Enhancing methodological transparency in management research. *Academy of Management Annals, 12*(1), 83-110.

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. Barrick, M. R., Mount, M. K., & Li, N. (2013). The theory of purposeful work behavior: The role of personality, higher-order goals, job characteristics. *Academy of Management Review, 38*, 132- 153.

Supplemental

- Commentaries on Murphy (2008) were published in subsequent issues of I&OP
Woehr Commentary
King Commentary
Fisher Commentary
Harris, Ispas, & Schmidt Commentary
Murphy Response
- Viswesvaran, C., Schmidt, F.L., & Ones, D.S. (2005). Is there a general factor in job performance ratings? A meta-analytic framework for disentangling substantive and error influences. *Journal of Applied Psychology, 90*, 108-131.
- Bartram, D. (2005). The great eight competencies: A criterion-centric approach to validation. *Journal of Applied Psychology, 90*, 1165-1203.
- Dalal, R.S. (2005). A meta-analysis of the relationship between organizational citizenship behavior and counterproductive work behavior. *Journal of Applied Psychology, 90*, 1241-1255.
- Heneman, R. (1986). The relationship between supervisory ratings and results-oriented measures of performance – A meta-analysis. *Personnel Psychology, 39*: 811-826.
- Heslin, P. A., Latham, G. P., VandeWalle, D. (2005). The effect of implicit person theory on performance appraisals. *Journal of Applied Psychology, 90*(5), 842-856.
- Klehe, U., Anderson, N. (2007). Working hard and working smart: Motivation and ability during typical and maximum performance. *Journal of Applied Psychology, 92*, 978-992.
- LePine, J.A., Erez, E., & Johnson, D.E. (2002). The nature and dimensionality of Organizational Citizenship Behavior: A critical review and meta-analysis. *Journal of Applied Psychology, 87*, 52-65.

- Sackett, P. (2002). The structure of counterproductive work behaviors: Dimensionality and relationship with facets of job performance. *International Journal of Selection and Assessment*, 10, 5-11.
- Sackett, P.R. (2007). Revisiting the origins of the typical-maximum performance distinction. *Human Performance*, 20, 179-185.
- Scullen, S.E., Mount, M.K. & Goff, M. (2000). Understanding the latent structure of job performance ratings. *Journal of Applied Psychology*, 85: 956-970.
- Welbourne, T.J., Johnson, D.E., & Erez, A. (1998). The role based performance scale: Validity analysis of a theory-based measure. *Academy of Management Journal*, 41, 540-555.
- Austin, J.T., Villanova, P. (1992). The criterion problem: 1917-1992. *Journal of Applied Psychology*, 77, 836-874.
- Landy, F.J., & Farr, J.L. (1980). Performance rating. *Psychological Bulletin*, 87, 72-107.

WEEK 3 – RECRUITMENT AND JOB SEARCH

Required Readings

1. da Motta Veiga, S. P., & Gabriel, A. S. (2016). The role of self-determined motivation in job search: A dynamic approach. *Journal of Applied Psychology*, 101, 350-361.
2. Hulshof, I. L., Demerouti, E., & Le, P. B. (2019). Reemployment crafting: Proactively shaping one's job search. *Journal of Applied Psychology*, 104, 58-79.
3. Wanberg, C.R., van Hooft, E.A.J., Liu, S., & Csillag B. (in press). Can job seekers achieve more through networking? The role of networking intensity, self-efficacy, and proximal benefits. *Personnel Psychology*.
4. Cober, R. T., Brown, D. J., Keeping, L. M., & Levy, P. E. (2004). Recruitment on the net: How do organizational web site characteristics influence applicant attraction? *Journal of Management*, 30, 623-646.
5. Newman, D. A., & Lyon, J. S. (2009). Recruitment efforts to reduce adverse impact: Targeted recruiting for personality, cognitive ability, and diversity. *Journal of Applied Psychology*, 94, 298-317.
6. 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.

Supplemental

- Chapman, D.S., Uggerslev, K.L., et al. (2005). Applicant attraction to organizations and job choice: A meta-analytic review of the correlates of recruiting outcomes. *Journal of Applied Psychology*, 90, 928-944.
- Chatman, J. A. (1991). Matching people and organizations: Selection and socialization in public accounting firms. *Administrative Science Quarterly*, 36, 459-484.
- Dineen, B. R., Ash, S. R., & Noe, R. A. (2002). A web of applicant attraction: Person-

organization fit in the context of web-based recruitment. *Journal of Applied Psychology*, 87, 723-734.

- Rynes, S. L., Bretz, R. D., & Gerhart, B. (1991). The importance of recruitment in job choice: A different way of looking. *Personnel Psychology*, 44, 487-521.
- Ployhart, R. E., Schmitt, N., & Tippins, N. T. (2017). Solving the Supreme Problem: 100 years of selection and recruitment at the Journal of Applied Psychology. *Journal of Applied Psychology*, 102(3), 291-304.
- Wang, T., & Zatzick, C. D. (2019). Human Capital Acquisition and Organizational Innovation: A Temporal Perspective. *Academy of Management Journal*, 62(1), 99-116.
- Pieper, J. R., Trevor, C. O., Weller, I., & Duchon, D. (2019). Referral hire presence implications for referrer turnover and job performance. *Journal of Management*, 45(5), 1858-1888.
- Van Hove, G., Lievens, F. (2009). Tapping the grapevine: A closer look at word-of-mouth as a recruitment sources. *Journal of Applied Psychology*, 94, 341-352.
- Walker, J.H., et al. (2009). Displaying employee testimonials on recruitment web sites. *Journal of Applied Psychology*, 94, 1354-1364.
- Ryan, A.M. & Tippins, N.T. (2004). Attracting and selecting: What the psychological research tells us. *Human Resource Management*, 43, 305-318.
- Weller et al. (2009). Level and time effects of recruitment sources on early voluntary turnover. *Journal of Applied Psychology*, 94, 1146-1162.
- Kappes, H. B., Balcetis, E., & De Cremer, D. (2018). Motivated reasoning during recruitment. *Journal of Applied Psychology*, 103, 270-280.
- Boswell, W. R., Zimmerman, R. D., & Swider, B. W. (2012). Employee job search: Toward an understanding of search context and search objectives. *Journal of Management*, 38, 129-163.
- Swider, B. W., Zimmerman, R. D., & Barrick, M. R. (2015). Searching for the right fit: Development of applicant person-organization fit perceptions during the recruitment process. *Journal of Applied Psychology*, 100, 880-893.
- Jones, D. A., Willness, C. R., & Madey, S. (2014). Why are job seekers attracted by corporate social performance? Experimental and field tests of three signal-based mechanisms. *Academy of Management Journal*, 57, 383-404.
- Chawla, N., Gabriel, A. S., da Motta Veiga, S. P., & Slaughter, J. E. (2019). Does feedback matter for job search self-regulation? it depends on feedback quality. *Personnel Psychology*.
- Fernandez-Araoz, C., Groysberg, B., & Nohira, N. (2009). The definitive guide to recruiting in good times and bad. *Harvard Business Review*, May, 74-84.

WEEK 4 – NO CLASS – Start working on the “journal review” assignment and developing an idea for your research proposal

WEEK 5 – SELECTION: INDIVIDUAL DIFFERENCES

Required Readings

1. Berry, C. M., & Zhao, P. (2015). Addressing criticisms of existing predictive bias research: Cognitive ability test scores still overpredict African Americans' job performance. *Journal of Applied Psychology, 100*, 162-179.
2. 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.
3. Morgeson, F. P., Campion, M. A., Dipboye, R. L., Hollenbeck, J. R., Murphy, K., & Schmitt, N. (2007). Reconsidering the use of personality test in personnel selection contexts. *Personnel Psychology, 60*, 683-729.
4. Joseph, D. L., Jin, J., Newman, D. A., & O'Boyle, E. H. (2015). Why does self-reported emotional intelligence predict job performance? A meta-analytic investigation of mixed EI. *Journal of Applied Psychology, 100*(2), 298-342.
5. Roulin, N. & Levashina, J. (2019). LinkedIn as a new selection method: Psychometric properties and assessment approach. *Personnel Psychology, 72*, 187-211.

Supplemental

- Judge, T. A., Rodell, J. B., Klinger, R. L., Simon, L. S., & Crawford, E. R. (2013). Hierarchical representations of the five-factor model of personality in predicting job performance: Integrating three organizing frameworks with two theoretical perspectives. *Journal of Applied Psychology, 98*, 875-925.
- Barrick, M.R. & Mount, M.K., & Judge, T.A. (2001). Personality and performance at the beginning of the new millennium: What do we know and where do we go next? *International Journal of Selection and Assessment, 9*, 9 – 30.
- Schmidt, F. L., & Hunter, J. 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.
- Moore, C., Lee, S. Y., Kim, K., & Cable, D. M. (2017). The advantage of being oneself: The role of applicant self-verification in organizational hiring decisions. *Journal of Applied Psychology*.
- Leroy, S., Shipp, A. J., Blount, S., & Licht, J. G. (2015). Synchrony preference: Why some people go with the flow and some don't. *Personnel Psychology, 68*, 759-809.
- Slaughter, J. E., Christian, M. S., Posdakoff, N. P., Sinar, E. F., & Lievens, F. (2014). On the limitations of using situational judgment tests to measure interpersonal skills: The moderating influence of employee anger. *Personnel Psychology, 67*, 847-885.
- Van Iddekinge, C. H., Roth, P. L., Raymark, P. H., & Odle-Dusseau, H. N. (2012). The criterion-related validity of integrity tests: An updated meta-analysis. *Journal of Applied Psychology, 97*, 499-530.

- Ones, D. S., Viswesvaran, C., & Schmidt, F. L. (2012). Integrity tests predict counterproductive work behaviors and job performance well: Comment on Van Iddekinge, Roth, Raymark, and Odle-Dusseau (2012). *Journal of Applied Psychology, 97*, 537-542.
- Van Iddekinge, C.H., Roth, P.L., Raymark, P.H., & Odle-Dusseau, H.N. (2012). The critical role of the research question, inclusion criteria, and transparency in meta-analysis of integrity test research: A reply to Harris et al. (2012) and Ones, Viswesvaran, and Schmidt (2012). *Journal of Applied Psychology, 97*, 543-549.
- Van Iddekinge, C. H., Lanivich, S. E., Roth, P. L., & Junco, E. (2016). Social media for selection? Validity and adverse impact potential of a Facebook-based assessment. *Journal of Management, 42*, 1811-1835.
- Van Iddekinge, C., & Ployhart, R.E. (2008) Developments in the criterion-related validation of selection procedures: A critical review and recommendations for practice, *Personnel Psychology, 61*,871-925.

WEEK 6 – SELECTION: INTERVIEWS

Required Readings

1. Chapman, D.S., & Zweig, D.I. (2005). Developing a Nomological Network for Interview Structure: Antecedents and Consequences of the Structured Selection Interview. *Personnel Psychology, 58*, 673-702.
2. Schmidt, F. L., & Zimmerman, R. D. (2004). A counterintuitive hypothesis about employment interview validity and some supporting evidence. *Journal of Applied Psychology, 89*, 553-561.
3. 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.
4. 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.
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.

Supplemental (includes research on situational judgment tests as a selection method)

- Huffcutt, A. I., Conway, J. M., Roth, P. L., & Stone, N. J. (2001). Identification and meta-analytic assessment of psychological constructs measured in employment interviews. *Journal of Applied Psychology, 86*, 897-913.
- Maurer, T.J., & Solamon, J.M. (2006). The Science and Practice of a Structured Employment Interview Coaching Program. *Personnel Psychology, 59*, 433-456.

- Roulin, N., Bangerter, A., & Levashina, J. (2015). Honest and deceptive impression management in the employment interview: Can it be detected and how does it impact evaluations?. *Personnel Psychology*, 68(2), 395-444.
- Gollub-Williamson, L., Campion, J. E., Malos, S. B., Roehling, M. V., & Campion, M. A. (1997). Employment interview on trial: Linking interview structure with litigation outcomes. *Journal of Applied Psychology*, 82, 900-912.
- McDaniel, M. A., Whetzel, D. L., Schmidt, F. L., & Maurer, S. D. (1994). The validity of employment interviews: A comprehensive review and meta-analysis. *Journal of Applied Psychology*, 79, 599- 616.
- Kiker, D. S., & Motowidlo, S. J. (1998). Effects of rating strategy on interdimensional variance, reliability, and validity of interview ratings. *Journal of Applied Psychology*, 83, 763-768.
- Roth, P. L., Van Iddekinge, C. H., Huffcutt, A. I., Edison, Jr., C. E., & Bobko, P. (2002). Corrections for range restriction in structured interview ethnic group differences: The values may be larger than researchers thought. *Journal of Applied Psychology*, 87, 369-376.
- Campion, M. A., Palmer, D. K., & Campion, J. E. (1997). A review of structure in the selection interview. *Personnel Psychology*, 50, 655-702.
- Dipboye, R. L., & Gaugler, B. B. (1993). Cognitive and behavioral processes in the selection interview. In N. Schmitt, W. C. Smith & Associates (Eds.), *Personnel Selection in Organizations* (pp. 135- 170). San Francisco, CA: Jossey-Bass.
- Marr, J. C., & Cable, D. M. (2014). Do interviewers sell themselves short? The effects of selling orientation on interviewers' judgments. *Academy of Management Journal*, 57, 624-651.
- Christian, M. S., Bradley, J. C., & Edwards, B. D. (2010). Situational Judgment Tests: Constructs Assessed and A Meta-Analysis of Their Criterion-Related Validities. *Personnel Psychology*, 63, 83-117.
- Lievens, F., Peeters, H., & Schollaert, E. (2008). Situational Judgment Tests: A Review of Recent Research. *Personnel Review*, 37, 426-441.
- McDaniel, M.A., Hartman, N.S., et al. (2007). Situational Judgment Tests, Response Instructions, and Validity: A Meta-Analysis. *Personnel Psychology*, 60, 63-91.

WEEK 7 – PERFORMANCE APPRAISALS

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. Peretz, H. & Fried, Y. (2012). National cultures, performance appraisal practices, and organizational absenteeism and turnover: A study across 21 countries. *Journal of Applied Psychology*, 97(2), 448-459
5. 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.

Supplemental

- Schleicher, D. J., Baumann, H. M., Sullivan, D. W., & Yim, J. (2019). Evaluating the effectiveness of performance management: A 30-year integrative conceptual review. *Journal of Applied Psychology*.
- Cawley, B. D., Keeping, L. M., & Levy, P. E. (1998). Participation in the performance appraisal process and employee reactions: A meta-analytic review of field investigations. *Journal of Applied Psychology*, 83(4), 615-633.
- DeNisi, A., Cafferty, T.P., & Meglino, B. (1984). A cognitive view of the appraisal process: A model and research propositions. *Organizational Behavior and Human Performance*, 33, 360-396.
- DeNisi, A., & Smith, C.E. (2014). Performance appraisal, performance management, and firm-level performance. *The Academy of Management Annals*, 8: 127-179.
- Elicker, J.D., & Levy, P.E., & Hall, R.J. (2006). The role of leader-member exchange in the performance appraisal process. *Journal of Management*, 32(4), 531-551.
- Erdogan, B. (2002). Antecedents and consequences of justice perceptions in performance appraisals. *Human Resource Management Review*, 12, 555-578.
- Farndale, E., & Kelliher, C. (2013). Implementing performance appraisal: Exploring the employee experience. *Human Resource Management*, 52(6), 879-897.
- Ilgen, D.R., Barnes-Farrell, J.L., & McKellin, D.B. (1993). Performance appraisal process research in the 1980s: What has it contributed to appraisals in use? *Organizational Behavior and Human Decision Processes*, 54, 321-368.
- Keeping, L.M., & Levy, P.E. (2000). Performance appraisal reactions: Measurement, modeling, and method bias. *Journal of Applied Psychology*, 85, 708-723.
- Levy, P. E., & Williams, J. R. (1998). The role of perceived system knowledge in predicting appraisal reactions, job satisfaction, and organizational commitment. *Journal of Organizational Behavior*, 19, 53-65.
- Levy, P.E., & Williams, J.R. (2004). The social context of performance appraisal: A review and framework for the future. *Journal of Management*, 30, 881-905.
- Pichler, S. (2012). The social context of performance appraisal and appraisal reactions: A meta-analysis. *Human Resource Management*, 51(5), 709-732.
- Taylor, M.S., Tracy, K.B., Renard, M.K., Harrison, J.K., & Carroll, S.J. (1995). Due process in performance appraisal: A quasi-experiment in procedural justice. *Administrative Science Quarterly*, 40, 495-523.
- Uggerslev, K.L., & Sulsky, L.M. (2008). Using frame-of-reference training to understand the implications of rater idiosyncrasy for rating accuracy. *J of Applied Psychology*, 93, 711-719.

WEEK 8 – PERFORMANCE FEEDBACK

Required Readings

1. Bono, J.E., & Colbert, A.E. (2005). Understanding responses to multi-source feedback: The role of core self-evaluations. *Personnel Psychology*, 58, 171-203.
2. 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.
3. 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.
4. 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,
5. 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

Supplemental

- Kluger, A.N. & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254-284.
- Atkins, P.W.B. & Wood, R.E. (2002). Self- versus others' ratings as predictors of assessment center ratings: Validation evidence for 360-degree feedback programs. *Personnel Psychology*, 55, 871-904.
- Brett, J.F., & Atwater, L.E. (2001). 360 degree feedback: Accuracy, reactions, and perceptions of usefulness. *Journal of Applied Psychology*, 86, 930-942.
- London, M. & Smither, J.W. (2002). Feedback orientation, feedback culture, and the longitudinal performance management process. *Human Resource Management Review*, 12, 81-100.
- Smither, J.W., London, M., Flautt, R, Vargas, Y., & Kucine, I. (2003). Can working with an executive coach improve multisource feedback ratings over time? A quasi-experimental field study. *Personnel Psychology*, 56, 23-44.
- Taylor, M. S., Fisher, C., & Ilgen, D. (1984). Individuals' reactions to performance feedback in organizations: Control theory perspective. In K. Rowland & G. Ferris (Eds.), *Research in personnel and human resource management* (pp. 81-124). Greenwich, CT: JAI Press.
- Whitaker, B.D., Dahling, J., Levy, P.E. (2007). The development of a feedback environment and role clarity model of job performance, *Journal of Management*, 33(4), 570-591.

WEEK 9 – SPRING BREAK, NO CLASS

WEEK 10 – DIVERSITY AND DISCRIMINATION

Required Readings

1. McKay, P.F., Avery, D.R., & Morris, M.A. (2009). A tale of two climates: Diversity climate from subordinates' and managers' perspectives and their role in store unit sales performance. *Personnel Psychology*, 62, 4, 767-791.
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. Jones, K. P., Peddie, C. I., Gilrane, V. L., King, E. B., & Gray, A. L. (2016). Not so subtle: A meta-analytic investigation of the correlates of subtle and overt discrimination. *Journal of Management*, 42(6), 1588-1613.
4. 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.
5. Schneider, K. T., Swan, S., & Fitzgerald, L. F. (1997). Job-related and psychological effects of sexual harassment in the workplace: empirical evidence from two organizations. *Journal of Applied Psychology*, 82(3), 401-415.

Supplemental

- Avery, D. R., Volpone, S. D., Stewart, R. W., Luksyte, A., Hernandez, M., McKay, P. F., & Hebl, M. R. (2013). Examining the draw of diversity: How diversity climate perceptions affect job pursuit intentions. *Human Resource Management*, 52, 175-194.
- Judge, T. A., Livingston, B. A., & Hurst, C. (2012). Do nice guys—and gals—really finish last? The joint effects of sex and agreeableness on income. *Journal of personality and social psychology*, 102(2), 390.
- Stroh, L.K., Brett, J.M., & Reilly, A.H. (1992). All the right stuff: A comparison of female and male managers' career progression. *Journal of Applied Psychology*, 77, 251-260.
- Joshi, A., Son, J., & Roh, H. (2015). When can women close the gap? A meta-analytic test of sex differences in performance and rewards. *Academy of Management Journal*, 58(5), 1516-1545.
- Baltes, B.B., Bauer, C.B., & Frensch, P.A. (2007). Does a structured free recall intervention reduce the effect of stereotypes on performance ratings and by what cognitive mechanism? *Journal of Applied Psychology*, 92(1), 151-164.
- Kirchmeyer, C. (1998). Determinants of managerial career success: evidence and explanation of male/female differences. *Journal of Management*, 24, 673-692.
- Lyness, K.S., & Thompson, D.E. (2000). Climbing the corporate ladder: Do female and male executives follow the same route? *Journal of Applied Psychology*, 85, 86-101.
- Powell, G.N., Butterfield, A. & Parent, J.D. (2002). Gender and managerial stereotypes: Have the times changes? *Journal of Management*, 28, 177-193.
- Stauffer, J.M. & Buckley, M.R. (2005). The existence and nature of racial bias in supervisory ratings. *Journal of Applied Psychology*, 90(3), 586-591.

- Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. *Academy of Management Journal*, 33, 64-86.
- Glomb, T. M., Richman, W. L., Hulin, C. L., Drasgow, F., Schneider, K. T., & Fitzgerald, L. F. (1997). Ambient sexual harassment: An integrated model of antecedents and consequences. *Organizational Behavior and Human Decision Processes*, 71(3), 309-328.
- Rubio, C., Avery, D.R., McKay, P.F. et al. (2018). And justice for all: How organizational justice climate deters sexual harassment. *Personnel Psychology*, 71, 519-544.

WEEK 11 – WORK-NONWORK INTERFACE

Required Readings

1. Frone, M.R., Russell, M. & Cooper, M.L. (1992). Antecedents and outcomes of work-family conflict: Testing a model of the work-family interface. *Journal of Applied Psychology*, 77, 65-78.
2. Spector, P.E., Allen, T.D., Poelmans, S., Lapierre, L.M. Cooper, C.L. et al. (2007). Cross-national differences in relationships of work demands, job satisfaction, and turnover intentions with work-family conflict. *Personnel Psychology*, 61, 805-835.
3. Hoobler, J.M., Wayne, S.J., & Lemmon, G. (2009). Bosses' perceptions of work-family conflict and women's promotability: Glass ceiling effects. *Academy of Management Journal*, 52(5), 939-957.
4. 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.
5. Wayne, J. H., Butts, M. M., Casper, W. J., & Allen, T. D. (2017). In search of balance: A conceptual and empirical integration of multiple meanings of work-family balance. *Personnel Psychology*, 70, 167-210.
6. Dumas, T.L. & Stanko, T.L. (2017). Married with children: How family role identification shapes leadership behaviors at work. *Personnel Psychology*, 70, 597-633.

Supplemental

- Lin, K. J., Ilies, R., Pluut, H., & Pan, S. Y. (2017). You are a helpful co-worker, but do you support your spouse? A resource-based work-family model of helping and support provision. *Organizational Behavior and Human Decision Processes*, 138, 45-58.
- Barber, L. K., Taylor, S. G., Burton, J. P., & Bailey, S. F. (2017). A self-regulatory perspective of work-to-home undermining spillover/crossover: Examining the roles of sleep and exercise. *Journal of Applied Psychology*, 102, 753-763.
- Spieler, I., Scheibe, S., StamoV-Roßnagel, C., & Kappas, A. (2017). Help or hindrance? Day-level relationships between flextime use, work-nonwork boundaries, and affective well-being. *Journal of Applied Psychology*, 102, 67-87.
- There are at least 9 published meta-analyses on work-family conflict.

WEEK 12 – TRAINING AND DEVELOPMENT

Required Readings

1. Arthur, W. Jr., Bennett, W. Jr., Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology, 88*, 234-245.
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. LePine, J. A., LePine, M. A., & Jackson, C. L. (2004). Challenge and hindrance stress: Relationships with exhaustion, motivation to learn, and learning performance. *Journal of Applied Psychology, 89*, 883-891.
4. Kraimer, M.L., Seibert, S.E., Wayne, S.J., Liden, R.C., & Bravo, J. (2011). Antecedents and outcomes of organizational support for development: The critical role of career opportunities. *Journal of Applied Psychology, 96*(3), 485-500.
5. Seibert, S.E., Sargent, L.D., Kraimer, M.L., & Kiazad, K. (2017). Linking developmental experiences to leader effectiveness and promotability: The mediating role of leadership self-efficacy and mentor network. *Personnel Psychology, 70*, 357-397.
6. 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.

Supplemental

- Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. *Journal of Applied Psychology, 102*, 305-323.
- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology, 60*, 451-474.
- Alliger, G. M., Tannenbaum, S. I., Bennett, Jr., W., Traver, H., & Shotland, A. (1997). A meta-analysis of the relations among training criteria. *Personnel Psychology, 50*, 341-358.
- Baldwin, T. T., & Ford, J. K. (1988). Transfer of training: A review and directions for future research. *Personnel Psychology, 41*, 63-103.
- Colquitt, J. A., LePine, J. A., & Noe, R. A. (2000). Toward an integrative theory of training motivation: A meta-analytic path analysis of 20 years of research. *Journal of Applied Psychology, 85*, 678- 707.
- Beier, M. E., & Kanfer, R. (2010). Motivation in training and development: A phase perspective. In S.W. J. Kozlowski and E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 65-97). New York, NY: Routledge.
- Bell, B. S., & Kozlowski, S. W. J. (2010). Toward a theory of learner-centered training design: An integrative framework of active learning. In S. W. J. Kozlowski and E. Salas

(Eds.), *Learning, training, and development in organizations* (pp. 263-302). New York, NY: Routledge.

- Ford, J. K., Kraiger, K., & Merritt, S. M. (2010). An updated review of the multidimensionality of training outcomes: New directions for training evaluation research. In S. W. J. Kozlowski and E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 135-165). New York, NY: Routledge.
- Gully, S. M., & Chen, G. (2010). Individual differences, attribute-treatment interactions, and training outcomes. In S. W. J. Kozlowski and E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 3-64). New York, NY: Routledge.
- Noe, R. A., Marand, A. D., & Klein, H. J. (2014). Learning in the 21st Century Workplace. *Annual Review of Organizational Psychology and Organizational Behavior, 1*.
- Salas, E., Weaver, S. J., & Shuffler, M. L. (in press). Learning, training, and development in organizations. In S. W. J. Kozlowski (Ed.). *The Oxford Handbook of Industrial/Organizational Psychology*.
- Kraiger, K., Ford, J. K., & Salas, E. (1993). Application of cognitive, skill-based, and affective theories of learning outcomes to new methods of training evaluation. *Journal of Applied Psychology, 78*, 311-328.
- Morrow, C. C., Jarrett, M. Q., & Rupinski, M. T. (1997). An investigation of the effect and economic utility of corporate wide training. *Personnel Psychology, 50*, 91-119.
- Noe, R.A. (1986). Trainee attitudes and attributes: Neglected influences of training effectiveness. *Academy of Management Review, 11*, 736-749.
- Salas, E., & Cannon-Bowers, J.A. (2001). The science of training: A decade of progress. *Annual Review of Psychology, 52*, 471-499.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest, 13*(2) 74–101.
- Tracey, J. B., Tannenbaum, S. I., & Kavanagh, M. J. (1995). Applying trained skills on the job: The importance of the work environment. *Journal of Applied Psychology, 80*, 239-252.

WEEK 13 – CAREER MANAGEMENT

Required Readings

1. London, M. (1983). Toward a theory of career motivation. *Academy of Management Review, 8*, 620-630.
2. Seibert, S.E., Kraimer, M.L., & Liden, R.C. (2001). A social capital theory of career success. *Academy of Management Journal, 44*:219-237.
3. Strauss, K., Griffin, M.A., & Parker, S.K. (2012). Future work selves: How salient-hoped for identities motivate proactive career behaviors. *Journal of Applied Psychology, 97*(3), 580-598.

4. Seibert, S.E., Kraimer, M.L., Holtom, B.C., & Pierotti, A.J. (2013). Even the best laid plans sometimes go askew: Career self-management processes, career shocks, and the decision to pursue graduate education. *Journal of Applied Psychology*, 98(1), 169-182.
5. Swider, B. W., Liu, J. T., Harris, T. B., & Gardner, R. G. (2017). Employees on the rebound: Extending the careers literature to include boomerang employment. *Journal of Applied Psychology*, 102(6), 890-909.

Supplemental

- Spurk, D., Hirschi, A., & Dries, N. (2019). Antecedents and outcomes of objective versus subjective career success: competing perspectives and future directions. *Journal of Management*, 45(1), 35-69.
- Shockley, K. M., Ureksoy, H., Rodopman, O. B., Poteat, L. F., & Dullaghan, T. R. (2016). Development of a new scale to measure subjective career success: A mixed-methods study. *Journal of Organizational Behavior*, 37(1), 128-153.
- Dobrow, S.R., & Tosti-Kharas, J. (2011). Calling: The development of a scale measure. *Personnel Psychology*, 64(4), 1001-1049.
- Vuori, J., Toppinen-Tanner, S., & Mutanen, P. (2012). Effects of resource-building group interventions on career management and mental health in work organizations: Randomized controlled field trial. *Journal of Applied Psychology*, 97(2), 273-286.
- Bright, J.E.H., Pryor, R.G.L., & Hapham, L. (2005). The role of change events in career decision making. *Journal of Vocational Behavior*, 66, 561-76.
- Granrose, C.S, & Portwood, J.D. (1987). Matching individual career plans and organizational career management. *Academy of Management Journal*, 30, 699-720.
- Sturges, J., Guest, D., Conway, N., & Davey, K. M. (2002). A longitudinal study of the relationship between career management and organizational commitment among graduates in the first ten years at work. *Journal of Organizational Behavior*, 23, 731-748.
- Dimotakis, N., Ilies, R., & Judge, T.A. (2010). Are Health and Happiness the Product of Wisdom? The Relationship of General Mental Ability to Educational and Occupational Attainment, Health, and Well-Being. *Journal of Applied Psychology*, 95, 3, 454-468.
- King, Z. (2004). Career self-management: Its nature, causes and consequences. *Journal of Vocational Behavior*, 65, 112–133.
- Mannucci, P. V., & Yong, K. (2018). The differential impact of knowledge depth and knowledge breadth on creativity over individual careers. *Academy of Management Journal*, 61(5), 1741-1763.
- Bunderson, S. J; Thompson, J. A. (2009). The Call of the Wild: Zookeepers, Callings, and the Double-edged Sword of Deeply Meaningful Work. *Administrative Science Quarterly*, 54, 32-57.
- Noe, R.A. (1996). Is career management related to employee development and performance? *Journal of Organizational Behavior*, 17, 119-133.
- Gersick, C. J. G., Bartunek, J. M., & Dutton, J. E. (2000). Learning from academia: The importance of relationships in professional life. *Academy of Management Journal*, 43, 1026-1044.
- Dunn, M. B. (2019). Early Career Developmental Networks and Professionals' Knowledge Creation. *Journal of Management*, 45(4), 1343-1371.

- Wang, M., & Wanberg, C. R. (2017). 100 years of applied psychology research on individual careers: From career management to retirement. *Journal of Applied Psychology, 102*(3), 546-563.
- Ng, T.W.H., Eby, L.T., Sorensen, K.L., & Feldman, D.C. (2005). Predictors of objective and subjective career success: A meta-analysis. *Personnel Psychology, 58*(2), 367-408.
- Ng, T.W.H., & Feldman, D.C. (2014). Subjective career success: A meta-analysis. *Journal of Vocational Behavior, 85*, 169-179.
- Eby, L.T., Butts, M., & Lockwood, A. (2003). Predictors of success in the era of the boundaryless career. *Journal of Organizational Behavior, 24*, 698-708.

WEEK 14 – COMPENSATION AND REWARDS

Required Readings

1. Shaw, J., & Gupta, N. (2007). Pay system characteristics and quit patterns of good, average, and poor performers. *Personnel Psychology, 60*, 903-928.
2. 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.
3. Pohler, D. & Schmidt, J.A. (2016). Does pay-for-performance strain the employment relationship? The effect of manager bonus eligibility on non-management employee turnover. *Personnel Psychology, 69*, 395-429.
4. Conroy, S. A., & Gupta, N. (2019). Disentangling horizontal pay dispersion: Experimental evidence. *Journal of Organizational Behavior, 40*(3), 248-263.
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.

Supplemental

- Gerhart, B. and Rynes, S. L. (2003). Pay strategy. Compensation: theory, evidence, and strategic implications (pp. 227-256). Thousand Oaks, CA: Sage.
- Mount, M. K., & Ellis, R. A. (1987). Investigation of bias in job evaluation ratings of comparable worth study participants. *Personnel Psychology, 40*, 85- 96.
- Sweeney, P. D. and McFarlin, D. B. (2005). Wage comparisons with similar and dissimilar others. *Journal of Occupational and Organizational Psychology, 78*, 113-131.
- Fulmer, I.S. (2009). The elephant in the room: Labor market influences on CEO compensation. *Personnel Psychology, 62*(4), 659-696.
- Gupta, N., Conroy, S., & Delery, J. (2012). The many faces of pay variation. *Human Resource Management Review, 22*(2): 100-115.
- Gerhart, B. (2003). Compensation strategy and organizational performance. In S. L. Rynes & B. Gerhart (Eds.), *Compensation in organizations: Current research and practice* (pp. 151-194). San Francisco, CA: Jossey-Bass.

- Gerhart, B., Rynes, S. L., & Fulmer, I. S. (2009). Pay and performance: Individuals, groups and executives. *The Academy of Management Annals*, 3, 251-315.
- Rynes, S. L. and Milkovich, G. T. (1986). Wage surveys: Dispelling some myths about the “market wage. *Personnel Psychology*, 39, 71-90.
- Fulmer, I. S., & Shaw, J. D. (2018). Person-based differences in pay reactions: A compensation-activation theory and integrative conceptual review. *Journal of Applied Psychology*, 103, 939-958.

WEEK 15 – EMPLOYEE RETENTION

Required Readings

1. Hom, P.W., & Kinicki, A.J. (2001). Toward a greater understanding of how dissatisfaction drives employee turnover. *Academy of Management Journal*, 44, 975-987.
2. Lee, T. W., Mitchell, T. R., Holtom, B. C., McDaniel, L. S., & Hill, J. W. (1999). The unfolding model of voluntary turnover: A replication and extension. *Academy of Management journal*, 42(4), 450-462.
3. Boswell, W. R., Swider, B.W., & Zimmerman, R. D. (2011). Examining the Job Search—Turnover Relationship: The Role of Embeddedness, Job Satisfaction, and Available Alternatives. *Journal of Applied Psychology*, 96, 2, 432-441.
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. Troester, C., Parker, A., Van Knippenberg, D., & Sahlmüller, B. (2019). The coevolution of social networks and thoughts of quitting. *Academy of Management Journal*, 62(1), 22-43.

Supplemental

- Rubenstein, A. L., Eberly, M. B., Lee, T. W., & Mitchell, T. R. (2018). Surveying the forest: A meta-analysis, moderator investigation, and future-oriented discussion of the antecedents of voluntary employee turnover. *Personnel Psychology*, 71(1), 23-65.
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APPENDIX
ARTICLES ON “REVIEWING”

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