

BUS-MHR 8302.01 and 8302.02  
**Topics in Human Resource Management**  
Fisher College of Business  
The Ohio State University  
Fall Semester 2015  
Monday 1-4PM  
138 Mason Hall

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Office hours: By appointment

### **Course Description**

This doctorate-level seminar course will cover various topics in human resource management. Students will be exposed to critical conceptual and theoretical issues in human resource management including work design, recruitment, selection, performance management, compensation, training, development, and knowledge management, human capital and social capital, and strategic human resource management.

### **Course Objectives**

This course supports the development of the following areas of academic competence:

1. Knowledge of current theory and practice in HR.
2. Ability to read, integrate, and critically evaluate empirical and theoretical literature in HR.
3. Ability to engage in a dialogue about research, theory, conclusions, methods, and issues.
4. Ability to write in a clear, concise, and academically-sophisticated manner.
5. Ability to identify research ideas based on previous academic research and writing.
6. Ability to conceptualize research designs and propose appropriate methodologies

### **Course Requirements**

Reflections	10%
Find an Article	10%
Class Participation	30%
Review Paper	30%
Final Exam	20%

## Reflections

**Students will be expected to complete reflections on the articles we read each week for the entire semester.** These reflections will help you prepare for class discussion and the final exam. The entire set of reflections are due at the end of the semester. **Unless otherwise indicated, the reflections should cover (a) What did you learn? (b) What questions do you have? (c) What were the major themes of the articles (research questions addressed, theory tested, results, implications for research), and, (d) Recommendations for improvements in theory, methods, or analysis.**

## Find an Article

**For each class starting from September 25 (Recruitment) students are expected to find and distribute to the rest of seminar participants one additional article (not a review) from 2013-2017, including in press articles, that has been published in top tier journals.** These include *Academy of Management Review, Academy of Management Journal, Journal of Applied Psychology, Organization Science, Organizational Behavior and Human Performance, Management Science, Personnel Psychology, Journal of Management, Strategic Management Journal, and Journal of International Business.* **Your article should be distributed electronically via e-mail to all seminar participants no later than the Thursday evening prior to our Monday class meeting. For the class you prepare a one page summary discussing (1) why you chose the article (2) the contributions/insights it adds to our understanding of that topic of human resource management, and, (3) questions you have about the methods or analysis used in the article.**

## Class Participation

The success of this course is largely dependent on student participation stemming from adequate preparation. When students meet this challenge, everyone benefits from a more positive and interesting learning environment. Students are expected to be well-prepared for class by reading all papers required for a given class session, thinking critically about the themes and issues that characterize their content, and preparing to actively participate in class discussion. **Class sessions will be spent evaluating, integrating, and supplementing the material presented in the readings. The quality and quantity of student contributions to class discussions will be evaluated when grading this course component. High-quality contributions to class discussion include (a) demonstrating knowledge and comprehension of the readings, (b) identifying critical issues and critiques of the research discussed in the readings, (c) posing questions based on the readings and, (d) identifying themes common across the readings.**

## Review Paper

**Each student is expected to write a review paper on the topic of their choice.** This paper should follow the guidelines provided by *Human Resource Management Review*. Go to the website for *Human Resource Management Review* at <http://www.elsevier.com/journals/human-resource-management-review/1053-4822?generatepdf=true> to see sample papers, author guidelines, and learn more about the journal. Also, read Klein, H. J. (2016). Continuing the call to conceptualize. *Human Resource Management Review*, 26, 87-89.

My goal is for this paper to (1) get you started thinking about research and building your personal research portfolio, (2) begin developing the writing skills you will need in your graduate studies and academic career, and, (3) walk-away from the course with a paper that at some point you can submit it to an academic conference such as Academy of Management or SIOP, or better yet, with further work and polishing submit it for publication to *Human Resource Management Review*, another journal, or as a chapter in a research volume. When you have your idea for your paper please discuss it with me so I can approve it. The idea for the review can come from an interest you have or a project that you are currently working on. My only stipulation is that it is related to an area of human resource management.

## Final Exam

The exam will cover topics that we discuss in class such as important theories and concepts, research results, and future research directions. I will provide more information about the exam during the semester.

## **Required Materials**

In advance of each class students are responsible for obtaining copies of the readings listed in the class schedule. Most of the readings are available electronically through The Ohio State University Library (go to <https://library.osu.edu/> and click on "Online Journals"). I will provide the overview/review chapters that are unavailable electronically (marked with a \* on the reading list).

## **Other Issues**

### Academic Misconduct

The Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another

student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference:

<http://oaa.osu.edu/coamfags.html#academicmisconductstatement>

### Disability

Every effort will be made to provide each student with a meaningful learning opportunity. The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services (SLDS) to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **COURSE SCHEDULE & READING LIST**

### **Week 1 (August 28)**

#### **Discussion of the Course & What am I Getting Into and How to Succeed**

Ashkanasy, N. (2010). Publishing today is more difficult than ever. *Journal of Organizational Behavior*, 31, 1-3.

Hollenbeck, J.R. & Mannor, M.J. (2008). Life in the organizational sciences: achieving consensus on what is reasonable, what is possible, and what is absolutely required. *Journal of Organizational Behavior*, 29, 725-729.

Hollenbeck, J.R. & Mannor, M.J. (2007). Career success and weak paradigms: the role of activity, resiliency, and true scores. *Journal of Organizational Behavior*, 28, 933-942.

Glick, W. H., Miller, C. C., & Cardinal, L. B. (2007). Making a life in the field of organization science. *Journal of Organizational Behavior*, 28, 817-835.

Ferris, G.R., Ketchen, D.J., Buckley, R.M. (2007). Making a life in the organizational sciences: no one ever said it was going to be easy. *Journal of Organizational Behavior*, 29, 741-753.

Eden, D. (2008). Thriving in a self-made niche: How to create a successful academic career in organizational behavior. *Journal of Organizational Behavior*, 29, 733-740.

Barley, S. (2006). When I write my masterpiece: Thoughts on what makes a paper interesting. *Academy of Management Journal*, 49, 16-20.

**This week's reflection focus:**

What do these articles suggest about how to succeed in grad school and in an academic career?

**Week 2 (September 4 - No Class - Labor Day)**

**Week 3 (September 11)**

**Introduction to Human Resource Management**

Kaufman, B. (2014). The historical view of American HRM broadly viewed. *Human Resource Management Review*, 24, 196-218.

DeNisi, A.S., Wilson, M.S. & Biteman, J. (2014). Research and practice in HRM: A historical perspective, *Human Resource Management Review*, 24, 219-231.

Stone, D. & Deadrick, D.L. (2015). Challenges and opportunities affecting the future of human resource management. *Human Resource Management Review*, 25, 139-145.

Molloy, J., Ployhart, R., & Wright, P. (2011). The myth of the micro-macro divide: Bridging system-level and disciplinary divides. *Journal of Management*, 37, 581-609.

Buller, P. & McEvoy, G. (2012). Strategy, human resource management, and performance: Sharpening line of sight. *Human Resource Management Review*, 22, 43-56.

Jiang, K., Lepak, D., Han, K., Hong, Y., Kim, A., & Winkler, A. (2012). Clarifying the construct of human resource systems: Relating human resource management to employee performance. *Human Resource Management Review*, 22, 73-85.

Markoulli, M., Lee, C. I., Byington, E., & Felps, W. A. (2017). Mapping Human Resource Management: Reviewing the field and charting future directions. *Human Resource Management Review*, 27, 367-396.

Pindek, S., Kessler, S. R., & Spector, P. E. (2017). A quantitative and qualitative review of what meta-analyses have contributed to our understanding of human resource management. *Human Resource Management Review*, 27, 26-38.

Renkema, M., Meijerink, J., & Bondarouk, T. (2017). Advancing multilevel thinking in human resource management research: Applications and guidelines. *Human Resource Management Review*, 27(3), 397-415.

**This week's reflection focus:**

1. What are the major themes emphasized in these articles?
2. How have these articles affected your thinking about the discipline of HRM? HRM research?

**Week 4 (September 18)**

**Work Design: Job Analysis & Job Design**

*Overview*

Sanchez, J. & Levine, E. (2012). The rise and fall of job analysis and the future of work analysis. *Annual Review of Psychology*, 63, 397-425.

Parker, S. K., Morgeson, F. P., & Johns, G. (2017). One hundred years of work design research: Looking back and looking forward. *Journal of Applied Psychology*, 102, 403-420.

Parker, S.K., Van Den Broeck, A., & Holman, D. (2017). Work design influences: A synthesis of multilevel factors that affect the design of jobs. *Academy of Management Annals*, 11, 267-308.

Humphrey, S., Nahrgang, J., & Morgeson, F. (2007). Integrating motivational, social, and contextual work design features: A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology*, 92, 1332-1356.

*Articles*

Morgenson, F. Delaney-Klinger, K., Mayfield, M., Ferrara, P. & Campion, M. (2004). Self-presentation processes in job analysis: A field experiment investigating inflation in abilities, tasks, and competencies. *Journal of Applied Psychology*, 89, 674-686.

DuVernet, A. M., Dierdorff, E. C., & Wilson, M. A. (2015). Exploring factors that influence work analysis data: A meta-analysis of design choices, purposes, and organizational context. *Journal of Applied Psychology*, 100, 1603-1631.

Grant, A. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, 32, 393-417.

Grant, A. (2008). The significance of task significance: Job performance effects, relational mechanisms, and boundary conditions. *Journal of Applied Psychology*, 93, 108-124.

### **This week's reflection focus:**

(1) identify the contributions of each article and what they add to our understanding of job analysis and work design, (2) provide a research question that can advance our understanding of job analysis and work design, and, (3) provide a supporting rationale for the importance and contribution of your research question

### **Week 5 (September 25) Recruiting and Socialization**

#### *Overview*

\*Dineen, B. & Soltis, S. (2011) Recruitment: A review of research and emerging directions. In S. Zedeck (Ed.) *APA Handbook of Industrial and Organizational Psychology*, pps 43-66. Washington, DC: American Psychological Association.

Bauer, T.N. & Erdogan, B. (2014). Delineating and reviewing the role of newcomer capital in organizational socialization. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 439-457.

#### *Articles*

Chapman, D. S., Uggerslev, K. L., Carroll, S. A., Piasentin, K. A., & Jones, D. A. (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.

Collins, C. J., & Han, J. (2004). Exploring applicant pool quantity and quality: The effects of early recruitment practice strategies, corporate advertising, and firm reputation. *Personnel Psychology*, 57, 685-717.

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.

Collins, C. & Stevens, C. (2002). The relationship between early recruitment-related activities and the application decisions of new labor market entrants: A brand equity approach to recruitment. *Journal of Applied Psychology*, 87, 1121-1134.

Kristof, A. (1996). Person-organization fit: An integrative review of its conceptualizations, measurement, and implications. *Personnel Psychology* 49, 1-49.

Cable, D., Aiman-Smith, L., Mulvey, P. & Edwards, J. (2000). The sources and accuracy of job applicants' beliefs about organizational culture. *Academy of Management Journal*, 43, 1076-1085.

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.

## **Week 6 (October 2)**

### **Staffing & Selection**

#### *Overview*

Sackett, P. R., Lievens, F., Van Iddekinge, C. H., & Kuncel, N. R. (2017). Individual differences and their measurement: A review of 100 Years of research. *Journal of Applied Psychology*, 102, 254-273.

Schmitt, N. (2014). Personality and cognitive ability as predictors of effective performance at work. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 45-65.

Ryan, A.M. & Ployhart, R.E. (2014). A century of selection, *Annual Review of Psychology*, 65, 693-717.

#### *Validation*

Murphy, K.R. (2009). Validity, validation and values. *Academy of Management Annals*, 3, 421-461.

#### *Predictors*

Judge, T. & Kammeyer-Mueller, J. (2011). Implications of core self evaluations for a changing organizational context. *Human Resource Management Review*, 21, 331-341.

Ning, L., Liang, J., Crant, M.J. (2010). The role of proactive personality in job satisfaction and organizational citizenship behavior: A relational perspective. *Journal of Applied Psychology*, 95, 395-404.

Whiting, S. W., & Maynes, T. D. (2016). Selecting team players: Considering the impact of contextual performance and workplace deviance on selection decisions in the National Football League. *Journal of Applied Psychology*, 101, 484-497.



Joseph, D & Newman, D (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95, 54-78.

Levashina, J., Hartwell, C.J., Morgeson, F.P., Campion, M.A. (2014). The structured employment interview: Narrative and quantitative review of the research literature. *Personnel Psychology*, 67, 241-193

### *Contextual Influences*

Tett RP, Burnett DD. (2003). A personality trait-based interactionist model of job performance. *Journal of Applied Psychology*, 88, 500-517.

Meyer, R., Dalal, R., & Hermida, R. (2010). A review and synthesis of situational strength in the organizational sciences. *Journal of Management*, 36, 121-140.

Judge, T. A., & Zapata, C. P. (2015). The person–situation debate revisited: Effect of situation strength and trait activation on the validity of the Big Five personality traits in predicting job performance. *Academy of Management Journal*, 58, 1149-1179.

### **Week 7 (October 9 - No Class- Fall Term Break)**

### **Week 8 & 9 (October 16 & 23)**

### **Learning: Organizational Learning, Team Learning, Training, Informal Learning, Socialization**

#### *Overview*

Noe, R. A., Clarke, A. D. M., & Klein, H. J. (2014). Learning in the twenty-first-century workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 245–275.

Allen, T. D., Eby, L. T., Chao, G. T., & Bauer, T. N. (2017). Taking stock of two relational aspects of organizational life: Tracing the history and shaping the future of socialization and mentoring research. *Journal of Applied Psychology*, 102, 324-337.

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.

#### *Methods: Training Methods, Development, Informal Learning, and Knowledge Management*

Arthur, W. Jr., Bennett, W. Edens, P., & Bell, S.(2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology*, 88, 234-245.

Sitzmann, T.M., Kraiger, K., Stewart, D.W., & Wisher, R.A. (2006). The comparative effectiveness of web-based and classroom instruction: A meta-analysis. *Personnel Psychology*, 59 (3): 623-664.

Orvis, K., Fisher, S., & Wasserman, M. (2009). Power to the people: Using learner control to improve trainee reactions and learning in web-based instructional environments. *Journal of Applied Psychology*, 94, 960-971.

Sitzmann T. (2011). A meta-analytic examination of the instructional effectiveness of computer-based simulation games. *Personnel Psychology*, 64: 489-528.

Sitzmann, T., Bell, B.S., Kraiger, K., & Kanar, A.M. (2009). A multilevel analysis of the effect of prompting self-regulation in technology-driven instruction. *Personnel Psychology*, 62, 697-734.

Cerasoli, C. P., Alliger, G. M., Donsbach, J. S., Mathieu, J. E., Tannenbaum, S. I., & Orvis, K. A. (2016). Antecedents and outcomes of informal learning behaviors: A meta-analysis. *Journal of Business and Psychology*, 1-28.

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.

Allen, T, Eby, L., & Lentz, E. (2006). Mentorship behaviors and mentorship quality associated with formal mentoring programs: Closing the gap between research and practice. *Journal of Applied Psychology*, 91, 567-578.

Wang, S. & Noe, R.A. (2010). Knowledge sharing: A review and directions for future research. *Human Resource Management Review*, 20, 115-113.

### *Individual Differences*

Colquitt, J., LePine, J., and Noe, R. (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.

Hurtz, G., & Williams, K. (2009). Attitudinal and motivational antecedents of participation in voluntary employee development activities. *Journal of Applied Psychology*, 94, 635-653.

### *Learning Environment & Transfer of Training*

Brown, B. & Kozlowski, S. (2008). Active learning: Effects of core training design elements on self-regulatory processes, learning, and adaptability. *Journal of Applied Psychology*, 93, 296-316.

Mesner-Magnus, J. & Viswesvaran, C. (2010). The role of pre-training interventions in learning: A meta-analysis and integrative review. *Human Resource Management Review*, 20, 261-282.

Blume, B., Ford, J., Baldwin, T., & Huang, J. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36, 1065-1105.

### *Evaluation*

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(2), 311–328.

Tharenou, P., Saks, A., & Moore, C. (2007). A review and critique of research on training and organizational-level outcomes. *Human Resource Management Review*, 17, 251-273.

### *Organizational Learning & Team Learning*

Gino F, Argote L, Miron-Spektor E, Todorova G. (2010). First, get your feet wet: The effects of learning from direct and indirect experience on team creativity. *Organizational Behavior and Human Decision Processes*, 11, 102-115.

Argote, L. & Miron-Spektor, E. (2011). Organizational learning: From experience to knowledge. *Organization Science*, 22, 1123-1137.

Kukenberger, M.R., Mathieu, J.E., & Ruddy, T. (2015). A cross-level test of empowerment and process influences on members' informal learning and team commitment. *Journal of Management*, 41, 987-1016.

## **Week 10 (October 30)**

### **Performance Management**

### *Overview*

Campbell, J. P. & Wiernik, B.M. (2015). The modeling and assessment of work performance, *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 47-74.

DeNisi, A. S., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress?. *Journal of Applied Psychology*, 102, 421-433.

DeNisi, A. & Smith, C.E. (2014). Performance appraisal, performance management, and firm-level performance. *The Academy of Management Annals*, 8, 127-179.

Call, M. L., Nyberg, A. J., & Thatcher, S. M. B. (2015). Stargazing: An integrative conceptual review, theoretical reconciliation, and extension for star employee research. *Journal of Applied Psychology*, 100, 623-640.

#### *Articles*

Moon, S. H., Scullen, S. E., & Latham, G. P. (2016). Precarious curve ahead: The effects of forced distribution rating systems on job performance. *Human Resource Management Review*, 26, 166-179.

Kim, K. Y., Atwater, L., Patel, P. C., & Smither, J. W. (2016). Multisource feedback, human capital, and the financial performance of organizations. *Journal of Applied Psychology*, 101, 1569-1584.

Dahling, J. J., Taylor, S. R., Chau, S. L., & Dwight, S. A. (2016). Does coaching matter? A multilevel model linking managerial coaching skill and frequency to sales goal Attainment. *Personnel Psychology*, 69, 863-894.

Harari, M. B., & Rudolph, C. W. (2017). The effect of rater accountability on performance ratings: A meta-analytic review. *Human Resource Management Review*, 27, 121-133.

#### **Week 11 (November 6)** **Compensation & Benefits**

#### *Reviews*

Dulebohn, J.H., Molloy, J.C., Picher, S.M., & Murray, B. (2009). Employee benefits: Literature review and emerging issues. *Human Resource Management Review*, 19, 86-103.

Gerhart, B. & Fang, M. (2015). Pay, intrinsic motivation, extrinsic motivation, performance, and creativity in the workplace: Revisiting long-held beliefs. *Annual Review of Organizational Psychology and Organizational Behavior*, 2, 489-521.

Shaw, J.D. (2014). Pay dispersion. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 521-544.

Marasi, S., & Bennett, R. (2016). Pay communication: Where do we go from here?. *Human Resource Management Review*, 26, 50-58.

#### *Articles*

Williams, M., McDaniel, M., & Nguyen, N. (2006). A meta-analysis of the antecedents and consequences of pay level satisfaction. *Journal of Applied Psychology*, 91, 392-413.

Connelly, B. L., Haynes, K. T., Tihanyi, L., Gamache, D. L., & Devers, C. E. (2016). Minding the gap: Antecedents and consequences of top management-to-worker pay dispersion. *Journal of Management*, 42, 862-885.

Nyberg, A. J., Pieper, J. R., & Trevor, C. O. (2016). Pay-for-performance's effect on future employee performance. *Journal of Management*, 42, 1753-1783.

Beus, J. M., & Whitman, D. S. (2017). Almighty dollar or root of all evil? Testing the effects of money on workplace behavior. *Journal of Management*, 43, 2147-2167.

Larkin, I., Pierce, L., & Gino, F. (2012). The psychological costs of pay-for-performance: Implications for the strategic compensation of employees. *Strategic Management Journal*, 33, 1194-1214.

## **Week 12 (November 13)**

### **Human & Social Capital**

#### *Human Capital*

Crook, TR, Todd, SY, Combs, JG, Woehr, DJ, & Ketchen, DJ Jr. (2011). Does human capital matter? A meta-analysis of the relationship between human capital and firm performance. *Journal of Applied Psychology*, 96, 443-456.

Ployhart RE, Moliterno TP. (2011). Emergence of the human capital resource: A multilevel model. *Academy of Management Review*, 36, 127-150.

Campbell B.A., Molloy J., Morris S., Trevor C. (2012). Rethinking sustained competitive advantage from human capital. *Academy of Management Review*, 37, 376–395.

Ployhart, R.E., Weekley, J.A., & Baughman, K. (2006). The structure and function of human capital emergence: A multilevel examination of the attraction-selection-attrition model. *Academy of Management Journal*, 49, 661-677.

Ng, T. & Feldman, D. (2010). The effects of organizational embeddedness on development of human and social capital. *Journal of Applied Psychology*, 95, 696-712.

Oh, I., Kim, S., & Van Iddekinge, C. H. (2015). Taking it to another level: Do personality-based human capital resources matter to firm performance?. *Journal of Applied Psychology*, 100, 935-947.

#### *Social Capital*

Nahapiet, J., & Ghoshal, S. (1998). Social capital, intellectual capital, and the organizational advantage. *Academy of Management Review*, 23, 242–266.

Adler, P. S., & Kwon, S.W. (2002). Social capital: Prospects for a new concept. *Academy of Management Review*, 27, 17–40.

Payne, G.T., Moore, C.B., Griffis, S.E., & Autry, C.W. (2011). Multilevel challenges and opportunities in social capital research. *Journal of Management*, 3, 491-520.

## **Week 12 & 13 (November 20 & November 27)**

### **Strategic Human Resource Management (SHRM)**

#### *Reviews*

Ployhart, R.E. & Hale, D.H., Jr. (2014). The fascinating microfoundations of strategy and competitive advantage. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 145-172.

Wright, P.M and Ulrich, M.D. (2017). A road well traveled: The past, present, and future journey of strategic human resource management, *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 45-65.

#### *Articles*

Huselid, M. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38, 635-672.

Delery, J. & D. Doty (1996). Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configural performance predictions. *Academy of Management Journal*, 39, 802-835.

Lepak, D. & Snell, S. (2002). Examining the human resource architecture: The relationships among human capital, employment and resource configurations. *Journal of Management*, 28, 517-543.

Nishii, L., Lepak, D., & Schneider, B. (2008). Employee attributions of the “why” of HR practices: Their effects on employee attitudes and behavior and customer satisfaction. *Personnel Psychology*, 61, 503-545.

Beltran-Martin, I., Roca-Puig, V., Escrig-Tena, A., & Bou-Llusar, J. (2008). Human resource flexibility as a mediating variable between high performance work systems and performance. *Journal of Management*, 34, 1009-1044.

Hong, Y., Liao, H., Hu, J., & Jiang, K. (2013). Missing link in the service profit chain: A meta-analytic review of the antecedents, consequences, and moderators of service climate. *Journal of Applied Psychology*, 98, 237-267.

Takeuchi, R., Chen, G., & Lepak, D. (2009). Through the looking glass of a social system: Cross-level effects of high performance work systems on employees’ attitudes. *Personnel Psychology*, 62, 1-30.

Gong, Y., Law, K., Chang, S. & Xin, K. (2009). Human resource management and firm performance: The differential role of managerial affective and continuance commitment. *Journal of Applied Psychology*, 94, 263-275.

Hartner, J. Schmidt F., & Hayes, T. (2002). Business-unit level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87, 268-279.

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

#### **Week 14 (December 4)**

**Catch-Up, Wrap-Up, Final Thoughts, Discuss Exam**

**Final Exam December 11**

