Overview
This is a Ph.D. level seminar in which we will explore and critically analyze research and theory involving multilevel issues in a human resource management context. We will consider processes and outcomes across different levels of conceptualization (micro, meso, macro) and evaluate the tools, techniques, and theories used to investigate such phenomena. Topics covered in the course are organized in the following sequence:
- Foundations (background and history)
- Tools (analytical and statistical)
- Theories and applications (examples of research and frameworks using a multilevel lens)

Foundations include levels of analysis theory, complex adaptive systems theory, and general systems theory. Tools include agreement indices, hierarchical linear modeling/random coefficient modeling, within and between analysis, and random group resampling. Applications include strategic HRM, groups and teams, culture & climate, leadership, and social networks. The core perspective is that phenomena in human resource management contexts involve a dynamic process that unfolds across multiple levels of conceptualization and analysis, with interacting effects upward and downward in the hierarchy of levels. The attached reading list addresses each of topics in more detail.

It is hoped students will gain new insights into their particular areas of interest, and that these insights will lead to integrative, multilevel research. Hopefully students will write papers that are publishable or sufficiently developed to submit to one of our major conferences.

Readings
Textbook:

I have developed a structured set of topics and associated readings but the seminar is intended to be a self-guided learning experience. Your participation is a critical component of the seminar experience. Everyone is expected to be prepared to discuss the readings and to present their views. You should read and critically evaluate the readings and be prepared to discuss and share your observations.

I expect all readings to be completed prior to each class. In preparing for class discussion, you may want to ask yourself some of the following questions:
Why was this reading assigned?
In what way does a multilevel perspective change our thinking on the selected topic?
What is the “proper” level of analysis? At what level do the authors operate?
Do the levels of theory, measurement, analysis, and conclusion match?
What did you find interesting about this article?

I expect every person in the seminar to do some additional searching to find articles that address important topics using a multilevel perspective. Each student should submit one or more scholarly articles identified over the course of the semester.

The attached reading list is primarily composed of examples of cross-level and/or multilevel research and theory. I have tried to comb the major journals to find as many examples as possible. However, I am sure that I have missed many. Feel free to bring in other articles that could be added to the list. We will not read all these articles. However, if you are interested in a particular content area, there are plenty of additional readings listed that may help in writing your paper, or future research. I will try to retain some flexibility in both the readings and the schedule. I will likely be updating the list as we progress through the semester. Students may also wish to add articles they think might be of interest.

Student Discussion Leaders

Students are expected to have read all assigned readings before meeting each week. All students are expected to participate in the discussion of the assigned readings for the week and each student will be assigned one or more weeks in which they are responsible for identifying an additional key article and leading part of the day’s discussion. Discussion leaders will be expected to present the critical perspectives of the readings assigned for the week and engage classmates in thoughtful exploration of the materials, including critical analysis and questioning of the perspectives presented in the assigned readings. Handouts should be prepared by the discussion leader for classmates and supplementary readings should be included by the student leader that either support or negate the perspectives presented in the assigned readings.

Research Project

You will be asked to apply the concepts presented in the course by writing a conceptual paper addressing some area of research using multilevel theory and associated tools. Ideally, the paper ultimately will be suitable for submission to a journal or may serve as a basis for future research. An outline and the first few pages of your paper are due by 10/21.

The goal is to have you view your own research interests from a broader, more complete, and potentially more complex, multilevel frame of reference. You can choose any topic you wish but it will be helpful if you are already knowledgeable about the topic.

Presentation of Paper

You will be asked to present your project to your colleagues in 15 to 20 minutes. This is consistent with the amount of time allowed at professional meetings. You should prepare as if
you were presenting a paper at a conference. Your colleagues and I will provide you with feedback on your ideas and your revisions will be due by the last week of class.

**Exercises**

At certain points in the semester exercises may be assigned to clarify concepts or strengthen conceptual understanding. All exercises are expected to be completed as assigned and will be graded on a straight scale.

**Essay and Multiple Choice Exam**

This will be a 24 hour take-home exam; students will be given 3 questions from which to choose two to answer. Answers for each question should be 4-5 typed pages, and will be graded according to criteria for qualifying exams. Students are expected to complete this exam with no help from, or discussion with other students or faculty. You should view this as practice for the real thing.

**Grades**

10% Attendance, participation, article submissions, contributions to class discussions
10% Exercises
20% Exam
20% Discussion leader and providing critiques of draft projects
10% Research presentation
30% Final project

Final grades are assigned according to the following scale based on the weighted performance of the above dimensions:

- (90-100%) = A
- (86-89.9%) = B+
- (80-85.9%) = B
- (76-79.9%) = C+
- (70-75.9%) = C
- (0-69.9%) = F
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>1/23</td>
<td>Introduction / Overview</td>
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<td>1/30</td>
<td>Theoretical Foundations I</td>
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<td>Introduction to Statistical Issues</td>
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<td>2/20</td>
<td>Agreement &amp; Reliability</td>
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<td>2/27</td>
<td>WABA / HLM / RCM</td>
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<td>Cross Level Theory / Contextual Models / Frog-Pond / Moderation</td>
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<td>3/13</td>
<td>Multilevel Mediation</td>
<td><strong>Pages 1-5 due</strong></td>
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<td>3/20</td>
<td><strong>SPRING BREAK!</strong></td>
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<td>3/27</td>
<td>Climate and Culture</td>
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<td>Strategic HRM &amp; Employee Performance</td>
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<td>Project Work Session</td>
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<td>4/24</td>
<td>Teams and Leadership</td>
<td><strong>Pages 1-10 due with references</strong></td>
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<td>Selection and Staffing</td>
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<td>5/8</td>
<td>Presentations</td>
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<td>5/15</td>
<td>Final Exam</td>
<td><strong>Feedback on presentations due</strong></td>
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**Readings**

**Introduction, course overview, no readings**

**Foundations I**


**Foundations II**


**Measurement Issues**

*Optional:*  


**Introduction to Statistical Issues**  


Data Analysis in R (to install R)
Bliese, P. (Feb, 2009). Multilevel modeling in R (2.3).
http://cran.r-project.org/web/packages/multilevel/index.html

Optional:


Thorndike, E. E. (1939). On the fallacy of imputing the correlations found for groups to the individuals or smaller groups composing them. American Journal of Psychology, 52, 122-124.

Agreement and Reliability
General

Rebuttal: http://www.levelsofanalysis.com/compareto%20bliese.html


Dispersion

rWG
LeBreton, J. M., James, L. R., & Lindell, M. K. (2005). Recent issues regarding \( r_{WG}, r_{WG(J)} \), and \( r_{WG(J)} \). Organizational Research Methods, 8, 128-138.

Random Group Resampling

Data Analysis in R
Bliese, P. (Feb, 2009). Multilevel modeling in R (2.3).

Optional:

Cohen, A., Doveh, E., & Nahum-Shani, I. (2009). Testing agreement for multi-item scales with the indices \( r_{WG(J)} \) and \( AD_{M(J)} \). Organizational Research Methods, 12, 148-164.


Newman, D. A., & Sin, H. P. (2009). How do missing data bias estimates of within-group agreement? Sensitivity of \( SD_{WG} \), \( CV_{WG} \), \( r_{WG(J)} \), \( r_{WG(J)} \), and ICC to systematic nonresponse. Organizational Research Methods, 12, 113-147.

Optional debate over \( rwg \):


WABA


Debate:


**Optional:**

**Hierarchical Linear Modeling/Random Coefficient Modeling**


**Optional:**


Bliese, P. D., & Hanges P. J. (2004). Being both too liberal and too conservative: The perils of treating grouped data as though they were independent. Organizational Research Methods, 7, 400-417.


Optional SEM Based Approaches:
(not on Sakai) Chan, D. (1998). The conceptualization and analysis of change over time: An integrative approach incorporating longitudinal mean and covariance structures analysis (LMACS) and multiple indicator latent growth modeling (MLGM). Organizational Research Methods, 1, 421-483.


Cross-Level Theory, Contextual Models, Networks

General:


Frog-pond:

Networks & Structures:


Centering:

Optional:


**Multilevel Mediational Models**


Climate & Culture


Climate Debate


Culture


Optional:


**Strategic Human Resource Management**


**Debate:**


Optional:


Performance


Optional:


Training


Optional:

Teams


Optional:


Journal, 50, 1423-1439.


Leadership


Optional:


Selection and Staffing


Optional:

Other References


Using the MS(Between) and MS(Within) values from a one-way ANOVA, the formulae for ICC1 and ICC2 are as follows:

\[
\text{ICC1: } \frac{\text{MSB} - \text{MSW}}{\text{MSB} + [(k-1)\cdot\text{MSW}]}
\]

\[
\text{ICC2: } \frac{\text{MSB-MSW}}{\text{MSB}} \text{ OR } k(\text{ICC1}) / 1 + (k-1) \text{ ICC1}
\]

Where k = the average group size


Hannan, M. T. & Freeman, J. H. 1976. The population ecology of organizations. American Journal of Sociology, 82:

Hox, J. *Multilevel modeling: When and why.*


Lüdtke, O., & Trautwein, U. (2007). Aggregating to the between-person level in idiographic research designs: Personal goal research as an example of the need to distinguish between reliability and homogeneity. *Journal of Research in Personality, 41*(1), 230-238.


