

**SEMINAR IN HUMAN RESOURCES: MICRO FOUNDATIONS (16:545:616-01)**  
**FALL 2013**  
**CLASS SCHEDULE: FRIDAYS 2:00PM–5:00PM**  
**LOCATION: LEVIN BUILDING, ROOM 221**

Instructor: Professor Patrick F. McKay  
Office: Levin Building, Room 216  
Phone: (848) 445-5989  
Email: [pmckay@smlr.rutgers.edu](mailto:pmckay@smlr.rutgers.edu)  
Office Hours: Mondays 3:00PM-5:00PM or by appointment

Course Overview:

This doctoral seminar provides an overview of theory and research related to micro-level human resource functions such as job analyses, criterion development, legal issues and fairness, recruitment, personnel selection, performance appraisal and management, and employee retention. The readings assigned for the course are designed to provide students an integrated presentation of the theoretical and research underpinnings for (1) the major work behaviors of jobs, knowledges, skills, abilities, and other characteristics required to perform jobs effectively, (2) criteria and underlying dimensions used to gauge employee job performance, (3) recruitment tactics and their effectiveness in attracting qualified labor for available jobs, (4) legal issues and fairness regarding micro-level HR functions, (5) selection techniques used to screen job candidates, (6) training and development designed to allow employees to perform their jobs effectively, (7) performance appraisal methods and the rating task itself, (8) compensation and rewards to maximally motivate employees, and (9) methods for retaining valued personnel.

Course Objectives and Methods of Assessment:

The doctoral seminar is designed to achieve the following learning objectives:

1. Knowledge of theory and research relevant to micro-level human resource functions including as job analyses, criterion development, legal issues and fairness, recruitment, personnel selection, performance appraisal and management, and employee retention.

Method of Assessment: Examination, research paper.

2. Skill in scholarly writing.

Method of Assessment: Research paper

3. Skill in presenting research in a scholarly forum.

Method of Assessment: Discussion leader, research paper presentation.

Course Grading:

Grades in the course will be based upon the following elements:

1. Participation (**20% of grade**):

The quality of a doctoral seminar is highly dependent on the quality of class discussion. Each week, students will have a list of assigned readings and I expect each of you to be prepared and contribute meaningful insights to class discussions. The exchanging of ideas between scholars is a great source of learning and insights, which potentially, can spawn provocative research projects and publications. Thus, students should come to class ready to share their thoughts (and questions) relevant to the assigned readings.

2. Discussion Leader (**20% of grade**):

Each student will be required to lead discussion on two research articles during the semester. Students will select the two articles they wish to discuss during the first class meeting. Article discussions should discuss the following key issues: (a) the purpose of the study, (b) theoretical bases of the study and hypotheses, (c) brief review of the methods, (d) results of the study, and (e) theoretical and practical implications of the study findings. Discussion leaders must turn in a write-up of no more than 5 pages containing the above elements to receive credit for the assignment. No student will be asked to serve as discussion leader for two successive weeks of class.

3. Examination (**Worth 30% of grade**)

A final, essay examination will be administered during the last class meeting. The final exam is designed to assess the extent to which students have mastered the micro-level HR theories and research, and their ability to integrate this information across HR functional areas. Examinations will be graded based upon the extent that answers to questions contain (a) unique insights based upon interpretation and extension of the micro-level HR theory and research, (b) how clearly these ideas are articulated, and (c) the degree of mastery of micro-level HR theory and research displayed. Students will have 3 hours to complete the examination.

4. Research Paper (**Worth 30% of grade**)

Each student will be required to write research paper (not to exceed 30 pages not including references) on a micro-level HR topic of her/his choice. The paper must be of a quality sufficient for submission to a top-tier, management-related journal (e.g., *Academy of Management Journal*, *Journal of Applied Psychology*). Empirical or theory papers will be acceptable, and papers will be graded based upon their novelty, theoretical and/or methodological soundness, and clarity with which ideas are articulated. As models of high-quality writing, students are directed to the following examples of theoretical and empirical articles, respectively:

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

Harrison, D. A., Newman, D. A., & Roth, P. L. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of Management Journal*, 49, 305-325.

Papers should be completed in the following steps:

- a. Research proposal. Students are required to turn in a 3–5 page research proposal during the 5<sup>th</sup> week of class (date to be determined). I will provide feedback on each research proposal and each student also must submit their proposal to one classmate for additional feedback (i.e., peer review). Peer reviews must be turned in by 9:00AM on Friday of week 5.
- b. First draft: A first, full draft of the research paper must be turned in by the 11<sup>th</sup> week of class. I will provide feedback on your manuscript, and as before, students will have to submit their first draft to one classmate for additional review. Peer reviews are due, once again, at 9:00AM on Friday of week 11. To simulate the peer review process at academic journals, authors are required to write a response letter which addresses each point made by your peer reviewer.
- c. Final draft: The final draft of the paper, along with the peer review response letter, will be due on the 13<sup>th</sup> week of class. On the 14<sup>th</sup> week, students will make a 15-20 minute presentation of their papers.

Course Schedule

Week 2–Job Analysis (**September 13<sup>th</sup>**)

Required Readings

- Aguinis, H., Mazurkiewicz, M. D., Heggstad, E. D. (2009). Using web-based frame-of-reference training to decrease biases in personality-based job analysis: An experimental field study. *Personnel Psychology*, 62, 405-438.
- Dierdorff, E. C., & Wilson, M. A. (2003). A meta-analysis of job analysis reliability. *Journal of Applied Psychology*, 88, 635-646.
- Goldstein, I. L., Zedeck, S., & Schneider, B. (1993). An exploration of the job analysis–content validity process. In N. Schmitt, W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 3-34). San Francisco: Jossey-Bass.
- Morgenson, F. P., Delaney-Klinger, K., Mayfield, M. S., Ferrera, P., & Campion, M. A. (2004). Self-presentation processes in job analysis: A field experiment investigating inflation in abilities, tasks, and competencies. *Journal of Applied Psychology*, 89, 674-686.
- Raymark, P. H., Schmit, M. J., & Guion, R. M. (1997). Identifying potentially useful personality constructs for employee selection. *Personnel Psychology*, 50, 723-736.

Week 3–Theories of Job Performance (**September 20<sup>th</sup>**)

Required Readings

- 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.
- Bergman, M. E., Donovan, M. A., Drasgow, F., & Overton, R. C. (2008). Test of Motowidlo et al.'s (1997) theory of individual differences in task and contextual performance. *Human Performance*, 21, 227-253.
- Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt, W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 71-98). San Francisco: Jossey-Bass.
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance. In N. Schmitt & W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 35-70). San Francisco: Jossey-Bass.
- Johnson, J. W. (2001). The relative importance of task and contextual performance dimensions to supervisor judgments of overall performance. *Journal of Applied Psychology*, 86, 984-996.

Week 4—Legal Issues and Fairness (**September 27<sup>th</sup>**)

Required Readings

- Arvey, R. D., & Sackett, P. R. (1993). Fairness in selection: Current developments and perspectives. In N. Schmitt, W. C. Borman (Eds.), *Personnel selection in organizations* (pp. 171-202). San Francisco: Jossey-Bass.
- Gilliland, S. W. (1993). The perceived fairness of selection systems: An organizational justice perspective. *Academy of Management Review*, *18*, 694-734.
- Goldman, B. M. (2001). Toward an understanding of employment discrimination claiming: An integration of organizational justice and social information processing. *Personnel Psychology*, *54*, 361-387.
- Goldman, B. M., Gutek, B. A., Stein, J. H., & Lewis, K. (2006). Employment discrimination in organizations: Antecedents and consequences. *Journal of Management*, *32*, 786-830.
- Henle, C. A. (2004). Case review of the legal status of banding. *Human Performance*, *17*, 415-432.

Suggested Readings

- Bies, R. J., & Tyler, T. R. (1993). The “litigation mentality” in organizations: A test of alternative psychological explanations. *Organization Science*, *4*, 352-366.
- Chung-Yan, G. A., & Cronshaw, S. F. (2002). A critical re-examination and analysis of cognitive ability tests using the Thorndike model of fairness. *Journal of Occupational and Organizational Psychology*, *75*, 489-509.
- Outtz, J. L., & Newman, D. A. (2010). A theory of adverse impact. In J. L. Outtz (Ed.), *Adverse impact: Implications for organizational staffing and high stakes selection* (pp. 53-94). New York: Routledge.
- Sackett, P. R., & Wilk, S. L. (1994). Within-group norming and other forms of adjustment in preemployment testing. *American Psychologist*, *11*, 929-954.
- Uniform guidelines on employee selection procedure (1978). *Federal Register*, *43*, 38290-38309.

Week 5—Recruitment (**October 4<sup>th</sup>**)

Required Readings

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

Griepentrog, B. K., Harold, C. M., Holtz, B. C., Klimoski, R. J., & Marsh, S. M. (2012). Integrating social identity and the theory of planned behavior: Predicting withdrawal from an organizational recruitment process. *Personnel Psychology, 65*, 723-753.

Collins, C. J. (2007). The interactive effects of recruitment practices and product awareness on job seekers' employer knowledge and application behaviors. *Journal of Applied Psychology, 92*, 180-190.

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.

### Suggested Readings

Chatman, J. A. (1991). Matching people and organizations: Selection and socialization in public accounting firms. *Administrative Science Quarterly, 36*, 459-484.

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.

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. (1991). Recruitment, job choice, and post-hire consequences: A call for new research directions. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology, Vol. 2* (pp. 399-444). Palo Alto, CA: Consulting Psychologists Press.

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.

## Week 6—Cognitive Ability Tests (October 11<sup>th</sup>)

### Required Readings

Arthur, W., Jr., Edwards, B. D., & Barrett, G. V. (2002). Multiple-choice and constructed response tests of ability: Race-based subgroup performance differences on alternative paper-and-pencil test formats. *Personnel Psychology, 55*, 985-1008.

Goldstein, H. W., Zedeck, S., & Goldstein, I. L. (2002). g: Is this your final answer? *Human Performance, 15*, 123-142.

Ployhart, R. E., & Holtz, B. C. (2008). The diversity-validity dilemma: Strategies for reducing racioethnic and sex subgroup differences and adverse impact in selection. *Personnel Psychology, 61*, 153-172.

Roth, P. L., BeVier, C. A., Bobko, P., Switzer, F. S., III, & Tyler, P. (2001). Ethnic group differences in cognitive ability in employment and educational settings: A meta-analysis. *Personnel Psychology, 54*, 297-330.

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.

### Suggested Readings

Hausknecht, J. P., Day, D. V., & Thomas, S. C. (2004). Applicant reactions to selection procedures: An updated model and meta-analysis. *Personnel Psychology*, *57*, 639-683.

Potosky, D., Bobko, P., & Roth, P. L. (2005). Forming composites of cognitive ability and alternative measures to predict job performance and reduce adverse impact: Corrected estimates and realistic expectations. *International Journal of Selection and Assessment*, *13*, 304-315.

Ryan, A. M., Sacco, J. M., McFarland, L. A., & Kriska, S. D. (2000). Applicant self-selection: Correlates of withdrawal from a multiple hurdle process. *Journal of Applied Psychology*, *85*, 153-179.

Sackett, P. R., Schmitt, N., Kabin, M. B., & Ellingson, J. E. (2001). High-stakes testing in employment, credentialing, and higher education prospects in a post-affirmative action world. *American Psychologist*, *56*, 302-318.

Schmidt, F. L. (2002). The role of general cognitive ability and job performance: Why there cannot be a debate. *Human Performance*, *15*, 187-210.

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, *52*, 613-629.

Sternberg, R. J., Wagner, R. K., Williams, W. M., & Horvath, J. A. (1995). Testing common sense. *American Psychologist*, *50*, 912-927.

Tam, A. P., Murphy, K. R., & Lyall, J. T. (2004). Can changes in differential dropout rates reduce adverse impact? A computer simulation study of a multi-wave selection system. *Personnel Psychology*, *57*, 905-934.

## Week 7–Personnel Selection: Personality Testing and Integrity Testing (**October 18<sup>th</sup>**)

### Required Readings

Hogan, J., & Holland, B. (2003). Using theory to evaluate personality and job-performance relations: A socioanalytic perspective. *Journal of Applied Psychology*, *88*, 100-112.

Hurtz, G. M., & Donovan, J. J. (2000). Personality and job performance: The big five revisited. *Journal of Applied Psychology*, *85*, 869-879.

Le, H., Oh, I. S., Robbins, S. B., Ilies, R., Holland, E., & Westrick, P. (2011). Too much of a good thing: Curvilinear relationships between personality traits and job performance. *Journal of Applied Psychology*, *96*, 113-133.

Morgeson, F. P., Reider, M., & Campion, M. A. (2005). Selecting individuals in team settings: The importance of social skills, personality characteristics, and teamwork knowledge. *Personnel Psychology*, 58, 583-611.

Ones, D. S., Viswesvaran, C., & Schmidt, F. L. (1993). Comprehensive meta-analysis of integrity test validities: Findings and implications for personnel selection and theories of job performance. *Journal of Applied Psychology* [Monograph], 78, 679-703.

### Suggested Readings

Barrick, M. R., & Mount, M. K. (1993). Autonomy as a moderator of the relationships between the big five personality dimensions and job performance. *Journal of Applied Psychology*, 78, 111-118.

Foldes, H. J., Duehr, E. E., & Ones, D. S. (2008). Group differences in personality: Meta-analyses comparing five U.S. racial groups. *Personnel Psychology*, 61, 579-616.

Goldberg, L. R. (1993). The structure of phenotypic traits. *American Psychologist*, 48, 26-34.

Morgenson, 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.

Thoresen, C. J., Bradley, J. C., Bliese, P. D., & Thoresen, J. D. (2004). The big five personality traits and individual job performance growth trajectories in maintenance and transitional job stages. *Journal of Applied Psychology*, 89, 835-853.

## Week 8—Personnel Selection: Interview Methods (October 25<sup>th</sup>)

### Required Readings

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.

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.

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.

### Suggested Readings

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.

Week 9–Personnel Selection: Work Samples, Simulations, and Other Methods (**November 1<sup>st</sup>**)

Required Readings

- Arthur, W., Jr., Day, E. A., McNelly, T. L., & Edens, P. S. (2003). A meta-analysis of the criterion-related validity of assessment center dimensions. *Personnel Psychology, 56*, 125-154.
- McDaniel, M. A., Morgeson, F. P., Finnegan, E. B., Campion, M. A., & Braverman, E. P. (2001). Use of situational judgment tests to predict job performance: A clarification of the literature. *Journal of Applied Psychology, 86*, 730-740.
- Whetzel, D. L., McDaniel, M. A., & Nguyen, N. T. (2008). Subgroup differences in situational judgment test performance: A meta-analysis. *Human Performance, 21*, 291-309.
- Roth, P. L., Bobko, P., & McFarland, L. A. (2005). A meta-analysis of work sample test validity: Updating and integrating some classic literature. *Personnel Psychology, 58*, 1009-1037.
- Schmitt, N., & Mills, A. E. (2001). Traditional tests and job simulations: Minority and majority performance and test validities. *Journal of Applied Psychology, 86*, 451-458.

Suggested Readings

- Breaugh, J. A. (2009). The use of biodata for employee selection: Past research and future directions. *Human Resource Management Review, 19*, 219-231.
- Dean, M. A., Roth, P. L., & Bobko, P. (2008). Ethnic and gender subgroup differences in assessment center ratings: A meta-analysis. *Journal of Applied Psychology, 93*, 685-691.
- Meriac, J. P., Hoffman, B. J., Woehr, D. J., & Fleisher, M. S. (2008). Further evidence for the validity of assessment center dimensions: A meta-analysis of the incremental criterion-related validity of dimension ratings. *Journal of Applied Psychology, 93*, 1042-1052.
- Roth, P. L., Bobko, P., McFarland, L. A., & Buster, M. (2008). Work sample tests in personnel selection: A meta-analysis of Black-White differences in overall and exercise scores. *Personnel Psychology, 61*, 637-662.
- Woehr, D. J., & Arthur, W., Jr. (2003). The construct-related validity of assessment center ratings: A review and meta-analysis of the role of methodological factors. *Journal of Management, 29*, 231-258.

Weekley, J. A., & Jones, C. (1999). Further studies of situational tests. *Personnel Psychology*, 52, 679-700.

Week 10—Performance Appraisal: Rating Processes (**November 8<sup>th</sup>**)

Required Readings

DeNisi, A. S., & Williams, K. J. (1988). Cognitive approaches to performance appraisal. *Research in Personnel and Human Resources Management*, 6, 109-155.

Gregarus, G. J., & Robie, C. (1998). A new look at within-source interrater reliability of 360-degree feedback. *Journal of Applied Psychology*, 83, 960-968.

Harris, M. M. (1994). Rater motivation in the performance appraisal context: A theoretical framework. *Journal of Management*, 20, 737-756.

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.

Schleicher, D. J., & Day, D. V. (1998). A cognitive evaluation of frame-of-reference rater training: Content and process issues. *Organizational Behavior and Human Decision Processes*, 73, 76-101.

Suggested Readings

DeNisi, A. S., & Peters, L. H. (1996). Organization of information in memory and the performance appraisal process: Evidence from the field. *Journal of Applied Psychology*, 81, 717-737.

De Corte, W. L., Lievens, F., & Sackett, P. R. (2006). Predicting adverse impact and mean criterion performance in multistage selection. *Journal of Applied Psychology*, 91, 523-537.

Judge, T., & Livingston, B. A. (2008). Is the gap more than gender? A longitudinal analysis of gender, gender role orientation, and earnings. *Journal of Applied Psychology*, 93(5), 994-1012.

Lyness, K. S., & Heilman, M.E. (2006). When fit is fundamental: Performance evaluations and promotions of upper-level female and male managers. *Journal of Applied Psychology*, 91, 777-785.

McKay, P. F., & McDaniel, M. A. (2006). A reexamination of Black-White mean differences in work performance: More data, more moderators. *Journal of Applied Psychology*, 91, 538-554.

Ng, T. W. H., & Feldman, D. C. (2008). The relationship of age to ten dimensions of job performance. *Journal of Applied Psychology*, 93, 392-423.

Week 11–Compensation and Rewards (guest lecturer, Ingrid Fulmer) (**November 15<sup>th</sup>**)

Required Readings

- 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.
- Shaw, J., & Gupta, N. (2007). Pay system characteristics and quit patterns of good, average, and poor performers. *Personnel Psychology*, 60, 903-928.
- Rynes, S. L. and Milkovich, G. T. (1986). Wage surveys: Dispelling some myths about the “market wage.” *Personnel Psychology*, 39, 71-90.
- 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.

Suggested Readings

- 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.
- Ingrid Smithey Fulmer (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

Week 12–Training and Development (guest lecturer, Stan Gully) (**November 22<sup>nd</sup>**)

Required Readings

- 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. (forthcoming, 2014). Learning in the 21st Century Workplace. To appear in F. Morgeson (Ed.) *Annual Review of Organizational Psychology and Organizational Behavior, 1*. Palo Alto, CA: Annual Reviews.

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*.

### Suggested Readings

- 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.
- 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.
- 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.
- 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–NO CLASS, THANKSGIVING HOLIDAY**

**Week 14–Employee Retention (December 6<sup>th</sup>)**

**Assignment: Final drafts of research papers are due**

Required Readings

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

Harrison, D. A., Newman, D. A., & Roth, P. L. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of Management Journal*, 49, 305-325.

Liu, D., Mitchell, T. R., Lee, T. W., Holtom, B. C., & Hinkin, T. R. (2012). When employees are out of step with coworkers: How job satisfaction trajectory and dispersion influence individual- and unit-level voluntary turnover. *Academy of Management Journal*, 55, 1360-1380.

Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablinski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal*, 44, 1102-1121.

Shaw, J. D., Dineen, B. R., Fang, R., & Vellella, R. F. (2009). Employee-organizational exchange relationships, HRM practices, and quit rates of good and poor performance. *Academy of Management Journal*, 52, 1016-1033.

Suggested Readings

Allen, D. G., Weeks, K. P., & Moffitt, K. R. (2005). Turnover intentions and voluntary turnover: The moderating roles of self-monitoring, locus of control, proactive personality, and risk aversion. *Journal of Applied Psychology*, 90, 980-990.

Griffeth, R. W., Hom, P. W., & Gaertner, S. (2000). A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the next millennium. *Journal of Management*, 26, 463-488.

Hom, P. W., & Kinicki, A. J. (2001). Toward a greater understanding of how dissatisfaction drives employee turnover. *Academy of Management Journal*, 44, 975-987.

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, 450-462.

Trevor, C. O. (2001). Interactions among actual ease-of-movement determinants and job satisfaction in the prediction of voluntary turnover. *Academy of Management Journal*, 44, 621-638.

Week 15–Student Presentations (**December 13<sup>th</sup>**)

Week 16–Final Examination (**December 20<sup>th</sup>**)