

Seminar in HR: Survey of Strategic Human Resource Management

Course Number: 16:545:612

Fall 2019

Thursdays 1-3:40

**DRAFT August 25 2019 (will be final
once discussion leader schedule finalized)**

Professor Ingrid Fulmer
Associate Dean, SMLR
Office Hours: By appointment
Janice H. Levin Building, #122
Phone: 848-445-4519
Email: ifulmer@smlr.rutgers.edu

Course Overview

This seminar is designed to familiarize PhD students with the range of topics, theories, and empirical research that examines the role of human resource management as a strategic source of competitive advantage for organizations. In general, this course will focus on the more “macro” side of managing people in organizations, which means there is more of an emphasis on how organizations use their human resource management practices and systems to enhance both individual and organizational performance.

To that end, we will examine (1) foundational and emerging theoretical perspectives in strategic human resource management (SHRM), (2) the contextual factors that influence the linkages between a firm’s human resources and human resource practices with firm performance and other outcomes, and (3) the growing complexity of the employment relationship. We will also selectively review some very recent trends and ideas just now surfacing in the literature. Although we will touch on more traditional (“micro”) topics related to specific human resource management practices (e.g., selection practices, compensation practices, etc.), they are not the primary focus of this particular course.

Readings will include articles and chapters that are conceptual/theoretical in nature, original empirical studies, research literature reviews, and meta-analyses. The seminar itself will be a collaborative effort between the students and instructor aimed at producing thoughtful analysis and discussion.

A key component of the class is individual, in-depth work on a specific topic, culminating in your final paper and presentation of that paper. This is your chance to adapt the course to your own research interests by focusing on a specific research topic that has relevance to your own research.

Relationship of Course to Program and School Learning Goals

IRHR PhD Program Learning Goals

Learning Goal 1: Attain marked ability, scholarship, research and leadership skills in industrial relations and human resources. This course requires students to become familiar with both theoretical and methodological literature in strategic human resource management. The readings, article critiques, discussion leadership, and paper proposal together provide critical foundation knowledge for developing theory, designing and conducting research, and critically evaluating the scholarship of others. In this course, this learning goal is assessed through the quality of discussion leadership and of recommendations provided in feedback on others' work, article critiques, performance on the final exam, and the quality of the final paper.

Learning Goal 2: Engage in and conduct original research. This course requires students to develop a written research proposal based on their own research interests that is potentially suitable for future development into an actual empirical study or that could be crafted into a stand-alone theory paper. Further, students are required to present their own proposal in a conference-like timeframe, and also to provide developmental feedback on the proposals of others. In this course, this learning goal is assessed through the quality of the student's presentation, feedback on others' presentations, and the final paper.

SMLR Learning Goals:

I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to level. Assessment of this objective will be based on the article critiques, exam, final paper and presentation, and seminar discussion leadership.

II) Research Skills – Demonstrate an ability to collect, analyze and synthesize information. Use evidence to evaluate hypotheses, theories and approaches to workplace issues. Assessment of this objective will be based on the exam, final paper, and seminar discussion leadership.

III) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context. Assessment of this objective will be based on the article critiques, exam, final paper and presentation, and seminar discussion leadership.

IV) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations. Assessment of this objective will be based on final paper and presentation, feedback given on other students' work, and seminar discussion leadership.

Readings

See syllabus for the list of readings for each week. You may download these from the library website. There may be a handful of required articles and chapters throughout the term that are not available electronically through the library website. These will be available on the Canvas site for the course.

Deliverables and Expectations

Course grade:

Your course grade will be determined with reference to the following components:

- 1) Class participation and discussion leadership (15%)
- 2) Article critiques (15%)
- 3) Research paper (30%) and paper presentation (10%)
- 4) Exam (30%)

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

1) Class participation:

a. As with most doctoral seminars, the quality of the course is directly related to the quality of class **discussion**. Consequently, class participation will be graded on each student's degree of quality contribution toward class discussions. To ensure an informed discussion, students are expected to come to class prepared to discuss (not simply summarize) each article. Each week there will be a specified list of required readings (the required readings are marked in the readings list). A list of suggested/additional readings is provided each week for those students interested in pursuing a topic in more detail. Students are encouraged, although not required, to read beyond the assigned readings and to bring to the class's attention research that informs and explores the day's issues. In preparing for class discussion, you may want to ask yourself some of the following questions:

- What is interesting about this article?
- What are the interesting research questions in this area of research?
- What are the strengths and weaknesses of the conceptual arguments and assumptions of this article?
- What are the strengths and weaknesses of the methodological approach used to test the research questions in this article?
- How does this article fit in with other articles on the topic?
- If you were doing research in the same content area as the article, what would you do next or differently?
- What does this article "have to do" with SHRM research?

Each week, a participant will be responsible for facilitating the discussion and structure for the session. This does not mean, however, that if it is not your week, you are "off the hook"—you always need to come prepared.

b. Your class participation grade also is based on your providing **high quality feedback to other members of the class on their research proposal/outline and on their presentations**. This includes noting strengths and weaknesses (including suggestions for improvement) of the research paper proposal/outline that each student will do.

Important point: It is easy to be critical of others' work. The greater skill is in (1) developing the ability to give constructive criticism (Not just what is wrong with something, but how might it be done better?), and (2) recognizing that there are always trade-offs in research; every manuscript you read has both strengths and weaknesses. It is important to be able to recognize both, and not just point out the flaws. These skills are essential as you review others' work, either informally, as a friendly reviewer, or formally, as a reviewer for a conference and/or journal.

c. Please let me know in advance if you will miss class. Absences may affect your participation grade.

Discussion leadership:

Each student will assume responsibility for leading class discussions on specific topics for one or two class meetings during the semester. The assignments for the semester will be determined on the first day of class. When you are discussion leader, you should be especially well prepared for class because you will guide our analysis and integration of the readings. It is the role of the discussion leader to prepare 2 or 3 critical questions per article for discussion. However, it is NOT the role of the discussion leader to lead the entire discussion -- all students are expected to participate equally.

See appendix of this syllabus for discussion leader guidelines.

As discussion leader, you should provide each member of the class with a 1-2 page handout that structures the class and summarizes key points. This can be an outline or a diagram or other format, your choice. Please provide me with your handout by **4 pm** the day before the class you are facilitating.

Be sure to structure our class time so we

- discuss individual readings: very briefly--we will have all read the articles--allocate more time to the following items. . .
- compare and contrast perspectives
- summarize primary themes and contributions of the overall set of readings
- identify gaps and potential areas for future research.

2) Article Critiques (15% - 3 critiques each worth 5%): To facilitate learning and scholarship, each student will conduct 3 (three) critical evaluations of articles that we read for class. These 3 page (double-spaced) critiques will be based on your assessment of the theoretical and methodological quality of an article that is assigned for class reading. The articles that you choose will be up to you. The only requirement is that you may not submit critiques in successive weeks. It is important that you receive my feedback on each of your critiques prior to submitting another one. These critiques should be submitted online before the beginning of the class period for which the article is assigned. In general, these critiques should not be summaries or a re-hash of each article (we all have read the articles already); instead a good critique identifies the strengths and weaknesses of an article in terms of its contribution to the literature and identifies future research needs and opportunities.

3) Paper (multiple deadlines, final paper due DEC 20)

Each seminar participant will prepare a scholarly paper on a specific research topic related to organizational behavior that develops a new perspective. This paper should be your own original work and should not be part of a larger project that involves other people (although it can be part of a planned future project). In other words, this should be new material, not written or developed by anyone else but yourself. This paper should NOT simply be a summary or review of the literature. Instead, it should be a conceptual paper that develops a new idea or the novel integration of two previously separate perspectives, topics, or theories. Your paper

should draw on existing theoretical and empirical organizational behavior literature to develop a set of theoretically-based propositions. Although your paper should include a sufficiently in-depth review of the literature on your specific topic, the primary focus of the paper should be your own unique contribution, insights, and extension of prior research. (See appendix of syllabus for more on paper guidelines).

A proposal and outline of your paper are due **OCT 17--no extensions**. Additional deadlines for longer versions of the paper and for the presentation are as noted below and in the schedule. Please adhere to these writing deadlines.

October 17: You will first prepare a proposal of your idea and paper outline and submit to me and to the class for peer feedback. This written proposal should include a 2-3 page (minimum) description of your specific research question and topic, how it will contribute to the literature, and why we should think the idea is interesting, and a rough, 1 page outline of the paper. If you have a theoretical model in mind, go ahead and include a figure if you like. Bring 3 printed-out copies of your proposal to class—one copy for me and one for each of two classmates who will be providing feedback.

October 24: At the next class meeting (Oct 24), each member of class will bring two copies of written feedback on strengths, weaknesses, and suggestions (2 pages single-spaced) on the proposals of two other students. One copy of your feedback is for me, and the other for the students whose proposal you read.

November 7: Draft of pages 1-7 (at least) due, with page numbers and references (upload to Canvas)

November 26: Presentation (more below on this) AND draft of pages 1-12 (at least) due, with page numbers and references (upload draft to Canvas)

December 20: Your final written paper (20 – 22 pages, proofread carefully, double-spaced in 12 point font, with 1 inch margins and page numbers – page length does not include references and attachments) accompanied by your original proposal and outline (with my original feedback attached) are **due by 5:00 p.m. on Friday December 20 (upload to Canvas)**.

Paper Presentations (Tuesday November 26, continuing to Dec 5 if needed)

You should plan to prepare a PowerPoint presentation of your paper, similar to what you would do for an academic conference (around 15 minutes). We'll talk specifics closer to presentation time.

During the presentation, describe your specific research topic, your model, proposed relationships, the theoretical justification for your propositions, and the key contributions of your paper. Your goal is to stimulate our thinking and class discussion. You should be prepared for questions from the audience.

The presentations are intentionally scheduled about 10 days before the paper is due so that you can incorporate any feedback or address any issues that arise as a result of preparing and presenting the paper.

4) Essay Exam (December 12)

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 double-spaced typed pages, and will be graded according to criteria for qualifying exams (see page 2 “Instructions to Faculty Graders” here:

https://smlr.rutgers.edu/sites/default/files/documents/Syllabi_PhD/IRHRQualifyingExamPolicyandProcedures.pdf). 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 qualifying exam.

Timeliness and late assignments

Part of being successful in a career like academia that offers unusually high job autonomy is being able to manage one’s time well. Many PhD students struggle to break the bad habits learned as undergraduates (e.g., putting things off to the last minute or trying to get by without actually doing the class readings and hope no one will notice). These are extremely dangerous habits if you expect to have a successful academic career.

This course is structured to provide you with deadlines to help you develop these habits, including due dates for several drafts of your final paper.

I expect all assignments to be turned in on the date assigned. If for some reason your assignments are turned in late without permission to do so, they will be automatically penalized by 5% if they are turned in later than the beginning of class on the due date and by an additional 5% per day they are late after that, unless there is some very dire extenuating circumstance (as judged by me). (By the way, I do not count having several things due in one week to be a dire extenuating circumstance—you know your assignment due dates, so plan accordingly.)

Word to the wise student – organization for this class and beyond

You will need to prepare for the final exam and for qualifying exams in the future, and one way to help yourself in this endeavor is to begin to develop good study and organizational habits now. I would advise that you find some way that works for you to organize your readings in this course (and other seminars), perhaps preparing outlines as you go, so that you will be somewhat more organized when you are studying for the final and for your qualifying exams.

Tip: Check with more senior students to see what they have done in this regard (or what they wish they had done in hindsight).

Overview of topics, important due dates and discussion leader schedule (once discussion leaders have been set, I will update this)

Date and discussion leader	Topic (readings for each week's topic are below in syllabus)	Deliverable <i>*NOTE: Article critiques can be submitted any week (preferably early in semester to get them out of the way)</i>
9/5 - Ingrid	Week 1: Course Overview/Introduction to Strategic Human Resource Management	
9/12-Ingrid	Week 2: Theoretical Models (1)	
9/19- TBD	Week 3: Theoretical Models (2)	
9/26- TBD	Week 4: HR Systems and Their Determinants (1)	
10/3 - TBD	Week 5: HR Systems and Their Determinants (2)	
10/10 - TBD	Week 6: Direct Effect of HRM on Performance	
10/17 - TBD	Week 7: The "Black Box" -Mediation/Proximal Effects of HR Systems (1)	Proposal (bring 3 copies to class)
10/24 - TBD	Week 8: The "Black Box" -Mediation/Proximal Effects of HR Systems (2)	Feedback on others' proposals (bring to class – 2 copies – one for author, one for me)
10/31 - TBD	Week 9: Contingency Factors in the HRM-Performance Relationship (1)	
11/7 - TBD	Week 10: Contingency Factors in the HRM-Performance Relationship (2)	Proposal draft pages 1-7 due (upload to Canvas)
11/14 - TBD	Week 11: Targeted/Alternative HR systems	
11/21 - TBD	Week 12: Methodological Issues (1)	
TUESDAY 11/26 - Ingrid	NOTE: Tuesday class instead of Thursday (NO class on Thanksgiving 11/28) Week 13: Methodological Issues (2)	Paper presentations, AND Proposal draft pages 1-12 due (upload to Canvas)
12/5 - Ingrid	Week 14: Human Capital-Based Perspectives on Human Resources + other new Topics	<i>Paper presentations (if needed)</i>
12/12	Week 15: EXAM	Exam due
12/20		Final paper due

Weekly Topics, Required Readings and Additional Readings

Week 1: Course Overview/Introduction to Strategic Human Resource Management

- Pfeffer, J. 1995. Producing sustainable competitive advantage through the effective management of people. *Academy of Management Executive*, 9(1): 55-69.
- Miles, R., & Snow, C.C. 1984. Designing strategic human resources systems. *Organizational Dynamics*, Summer: 36-52.
- Wright, P.M. & 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.

Additional Readings:

- Devanna, Fombrun, Tichy, & Warren. 1982. Strategic planning and human resource management. *Human Resource Management*, 11-17.
- Devanna, M.A., Fombrun, C. & Tichy, N.M. 1981. Human resource management: A strategic perspective. *Organizational Dynamics*, (Winter) 9: 51-67.
- Duffey, J. 1988. Competitiveness and human resources. *California Business Review*, Spring, 3, 92-100.
- Dyer, L. 1983. Bringing human resources into the strategy formulation process. *Human Resource Management*, 22(3): 257-271.
- Dyer, L., & Holder, J. 1988. A strategic perspective of human resource management. In L. Dyer (ed.), *Human resource management: Evolving roles and responsibilities*, (pp 1-35). Washington, DC: American Society for Personnel Administration/Bureau of National Affairs.
- Dyer, L. 1984. Linking human resources and business strategies. *Human Resource Planning*, 7(2): 79-84.
- Dyer, L. 1984. Studying human resource strategy: An approach and an agenda. *Industrial Relations*, 23(3): 156-169.
- Dyer, L. 1985. Strategic human resources management and planning. In K.M. Rowland, & G.R. Ferris (eds.), *Research in Personnel and Human Resource Management*, (pp. 1- 30). Greenwich, CT: JAI Press.
- Fisher, C.D. 1989. Current and recurrent challenges in HRM. *Journal of Management*, 15(2): 157-180.
- Lawrence & Dyer, 1983. Dilemmas facing American industry. *Renewing American Industry*. (pp. 1-16). New York, NY: Free Press.
- Mahoney, T.A., & Decktop, J.R., 1986. Evolution of concept and practice in personnel administration/human resource management. In J.G. Hunt & J.D. Blair (eds.), *Yearly Review of Management of the Journal of Management*, 12(2): 223-241.
- Pfeffer, J. 1998. *The human equation: Building profits by putting people first*. Boston, MA: Harvard Business School Press. (Chapter 2).
- Tichy, N.M., Fombrun, C.J., & Devanna, M.A. 1982. Strategic human resource management. *Sloan Management Review*, 23(2): 47-61.
- Walker, J.W., & Moorehead, G. 1987. CEOs: What they want from HRM. *Personnel Administrator*, 32(12): 50-59.

- Wright, P.M. & Snell, S.A. 1991. Toward an integrative view of strategic human resource management. *Human Resource Management Review*, 1(3): 203-225.

Week 2: Theoretical Models (1)

- Bowen, D.E. & Ostroff, C. 2004. Understanding HRM—Firm performance linkages: The role of “strength” of the HRM system, *Academy of Management Review*, 29: 203-221.
- Dierickx, I. & Cool, K. 1989. Asset stock accumulation and sustainability of competitive advantage. *Management Science*, 35: 1504-1511.
- Lado, A.A. & Wilson, M.C. 1994. Human resource systems and sustained competitive advantage: A competency-based perspective. *Academy of Management Review*, 19: 699- 727.
- Schuler, R.S., & Jackson, S.E. 1987. Linking competitive strategies with human resource management practices. *Academy of Management Executive*, 1: 207-219.
- Wright, P.M. & McMahan, G.C. 1992. Theoretical perspectives for strategic human resource management. *Journal of Management*, 18: 295-320.

Week 3: Theoretical Models (2)

- Barney, J. 1991. Firm resources and sustainable competitive advantage. *Journal of Management*. 17: 99-129.
- Campbell, B., Coff, R., & Kryscynski, D. 2012. Rethinking sustained competitive advantage from human capital. *Academy of Management Review*, 37: 376-395.
- Chadwick, C. In Press. Towards a more comprehensive model of firms’ ‘human capital rents’. *Academy of Management Review*.
- Chadwick, C., & Dabu, A. 2009. Human resources, human resource management, and the competitive advantage of firms: Towards a more comprehensive model of causal linkages. *Organization Science*, 20(1): 253-272.
- Coff, R. 1997. Human assets and management dilemmas: Coping with hazards on the road to resource-based theory. *Academy of Management Review*, 22(2): 374-402.
- Wright, P.M., Dunford, B.B., & Snell, S.A. 2001. Human resources and the resource based view of the firm. *Journal of Management*, 27: 701-721.

Additional Readings:

- Amit, R., & Schoemaker, P.J.H. 1993. Strategic assets and organizational rent. *Strategic Management Journal*, 14: 33-46.
- Barney, J., & Wright, P.M. 1998. On becoming a strategic partner: The role of human resources in gaining competitive advantage. *Human Resource Management*, 37(1): 31-46.
- Barney, J. 1986. Strategic factor markets: Expectations, luck, and business strategy. *Management Science*, 32: 1231-1242.
- Barney, J. 2001. Is the resource-based “view” a useful perspective for strategic management research? Yes. *Academy of Management Review*, 26: 41-57.
- Boxall, P.F. 1996. The strategic HRM debate and the resource-based view of the firm. *Human Resource Management Journal*, 6: 59-75.
- Brewster, C. 1999. Different paradigms in strategic HRM: Questions raised by comparative research. . In P. Wright, L. Dyer, J. Boudreau, J., & G. Milkovich

(eds.), Research in Personnel and Human Resource Management, Supplement A. Greenwich, CT: JAI Press.

- Collis, D.J., & Montgomery, C.A. 1995. Competing on resources: Strategy in the 1990s. *Harvard Business Review*, 73(4): 118-129.
- Delaney, J.T., & Huselid, M.A., 1996. The impact of human resource management practices on perceptions of organizational performance. *Academy of Management Journal*, 39(4): 949-969.
- Dobbins, G.H., Cardy, R.I., & Carson, K. 1991. Examining fundamental assumptions: A contrast of person and system approaches to human resource management. In G.R. Ferris (ed.), Research in Personnel and Human Resource Management, Vol. 9 (pp. 1-38). Greenwich, CT: JAI Press.
- Ferris, G., Hochwarter, W., Buckley, M., Harrell-Cook, G., & Frink, D. 1999. Human Resources Management: Some New Directions. *Journal of Management*. 25(3), 385-415.
- Hall, R. 1992. The strategic analysis of intangible resources. *Strategic Management Journal*, 13: 135-144.
- Hamel, Doz, & Prahalad. 1989. Collaborate with your competitors and win. *Harvard Business Review*, January-February, 133-139.
- Henderson, R., & Cockburn, I. 1994. Measuring competence: Exploring firm effects in pharmaceutical research. *Strategic Management Journal*, 15: 63-84.
- Hitt, Bgierman, Simizu, Kochhar. 2001. Direct and moderating effects of human capital on strategy and performance in professional service firms: A resource based perspective, *Academy of Management Journal*, 44(1): 13-28.
- Kamoche, K. 1996. Strategic human resource management within a resource-capability view of the firm. *Journal of Management Studies*. 33(2): 213-233.
- Lado, A.A., Boyd, N.G., & Wright, P. 1992. A competency-based model of sustainable competitive advantage: Toward a conceptual integration. *Journal of Management*, 18: 77- 91.
- Lengnick-Hall, C.A., & Lengnick-Hall, M.L. 1988. Strategic human resource management: A review of the literature and a proposed typology. *Academy of Management Review*, 13(3): 454-470.
- Leonard-Barton, D. 1992. Core capabilities and core rigidities: A paradox in managing new product development. *Strategic Management Journal*, 13: 111-125.
- Lippman, S.A., & Rumelt, R.P. 1982. Uncertain imitability: An analysis of interfirm differences in efficiency under competition. *Bell Journal of Economics*, 13 (2): 418-439.
- McGrath, R.G., MacMillan, I.C., & Venkataraman, S. 1995. Defining and developing competence: A strategic process paradigm. *Strategic Management Journal*, 16: 251-275.
- Mueller, F. 1996. Human resources as strategic assets: An evolutionary resource-based theory. *Journal of Management Studies*, 33: 757-785.
- Prahalad & Hamel, 1990. The core competence of the corporation. *Harvard Business Review*, May-June: 79-91.
- Priem, R.L., & Butler, J.E. 2001. Is the resource-based "view" a useful perspective for strategic management research? *Academy of Management Review*, 26: 22-40.
- Schultz, T.W. 1961. Investment in human capital. *American Economic Review*, 51: 1-17.

- Strober, M.H. 1990. Human capital theory: Implications for HR managers. *Industrial Relations*, 29: 214-239.
- Truss, C. & Gratton, L. 1994. Strategic human resources management: A conceptual approach. *International Journal of Human Resources Management*, 5(3): 663-686.

Week 4: HR Systems and Their Determinants (1)

- Baird, L., & Meshoulam, I. 1988. Managing two fits of strategic human resource management. *Academy of Management Review*, 13(1): 116-128.
- Baron, J.N., Burton, M.D., & Hannan, M.T. 1996. The road taken: The origins and evolution of employment systems in emerging high–technology companies. *Industrial and Corporate Change*, 5: 239-276.
- Godard, J. 1997. Whither strategic choice: Do managerial IR ideologies matter? *Industrial Relations*, 36: 206-228.
- Kochan, T., McKersie, R., & Cappelli, P. 1984. Strategic choice and industrial relations theory. *Industrial Relations*, 23(1): 16-39.
- Osterman, P. 1994. How common is workplace transformation and who adopts it? *Industrial and Labor Relations Review*, 47: 173-188.
- Pil, F.K., & MacDuffie, J.P. 1996. The adoption of high-involvement work practices. *Industrial Relations*, 35(3): 423-455.

Week 5: HR Systems and Their Determinants (2)

- Arthur, J.B. 1992. The link between business strategy and industrial relations systems in American steel minimills. *Industrial and Labor Relations Review*, 45(3): 488-506.
- Jackson, S.E., Schuler, R.S., & Rivero, J.C. 1989. Organizational characteristics as predictors of personnel practices. *Personnel Psychology*, 42: 727-786.
- Liu, X., van Jaarsveld, D.D., Batt, R. & Frost, A.C. 2014. The influence of capital structure on strategic human capital: Evidence from U.S. and Canadian firms. *Journal of Management*, 40(2): 422-448.
- Snell, S.A. 1992. Control theory in strategic human resource management: The mediating effect of administrative information. *Academy of Management Journal*, 35(2): 292-327.
- Snell, S.A. & Dean, J. Jr. 1992. Integrated manufacturing and human resource management: A human capital perspective. *Academy of Management Journal*, 35(3): 467-504.
- Toh, S.M., Morgeson, F.P., & Campion, M.A. 2008. Human resource configurations: Investigating fit with the organizational context. *Journal of Applied Psychology*, 93(4): 864-882.

Additional Readings:

- Baron, J.N., Burton, M.D., and Hannan, M.T. 1996. The road taken: The origins and evolution of employment systems in emerging high–technology companies. *Industrial and Corporate Change*, 5: 239-276.
- Bennett, N., Ketchen, D., & Schultz, E. 1998. An examination of factors associated with the integration of human resource management and strategic decision-making. *Human Resource Management*, 37(1): 3-16.

- Cook, D.S., & Ferris, G.R. 1986. Strategic human resource management and firm effectiveness in industries experiencing decline. *Human Resource Management*, 25(3): 441-458.
- Dean, J. Jr., & Snell, S.A. 1991. Integrated manufacturing and job design: Moderating effects of organizational inertia. *Academy of Management Journal*, 34(4): 776-804.
- Dewar, R., & Werbel, J. 1979. Universalistic and contingency predictions of employee satisfaction and conflict. *Administrative Science Quarterly*, 24: 426-448.
- Devereaux-Jennings, P. 1994. Viewing macro HRM from without: Political and institutional perspectives. In G. Ferris (ed.), Research in Personnel and Human Resource Management, Vol. 12. (pp. 1-40). Greenwich, CT: JAI Press.
- Golden, K.A., & Ramanujam, W. 1985. Between a dream and a nightmare: On the integration of the human resource management and strategic business planning processes. *Human Resource Management*, 24(4): 429-452.
- Govindarajan, B. 1988. A contingency approach to strategy implementation at the business-unit level: Integrating administrative mechanisms with strategy. *Academy of Management Journal*, 31(4): 828-853.
- Gupta, A.K. 1984. Contingency linkages between strategy and general manager characteristics: A conceptual examination. *Academy of Management Review*, 9(3): 399- 412.
- Guthrie, J.P., & Olian, J.D. 1991. Does context affect staffing decisions? The case of general managers. *Personnel Psychology*, 44 (2): 263-293.
- Huselid, M.A. 1995. The impact of environmental volatility on human resource planning and strategic human resource management. *Human Resource Planning*, 16: 35-51.
- Lawler, J. J., Chen, S. J., Wu, P. C., Bae, J., & Bai, B. 2011. High-performance work systems in foreign subsidiaries of American multinationals: An institutional model. *Journal of International Business Studies*, 42: 202–220.
- McCune, J.T., Beatty, R.W., & Montagno. 1988. Downsizing: Practices in manufacturing firms. *Human Resource Management*, 27: 145-161.
- Milgrom, P., & Roberts, J. 1995. Complementarities and fit: Strategy, structure, and organizational change in manufacturing. *Journal of Accounting and Economics*, 19(4): 179-208.
- Napier, N.K. 1989. Mergers and acquisitions, human resource issues and outcomes: A review and suggested typology. *Journal of Management Studies*, 26(3): 271-190.
- Olian, J.D., & Rynes, S.L., 1984. Organizational staffing: Integrating practice with strategy. *Industrial Relations*, 23(2): 170-183.
- Schuler, R.S. 1989. Strategic human resource management and industrial relations. *Human Relations*, 42(2): 157-184.
- Schuler, R.S., & Jackson, S.E. 1987. Linking competitive strategies with human resource management practices. *Academy of Management Executive*, 1: 207-219.
- Schuler, R.S. & Jackson, S.E. 1989. Determinants of human resource management priorities and implications for industrial relations. *Journal of Management*, 15: 89-99.

- Snell, S.A., & Dean, J. Jr. 1994. Strategic compensation for integrated manufacturing: The moderating effects of jobs and organizational inertia. *Academy of Management Journal*, 37(5): 1109-1140.
- Wright, P.M., & Snell, S.A. 1998. Toward a unifying framework for exploring fit and flexibility in strategic human resource management. *Academy of Management Review*, 23(4): 756-772.

Week 6: Direct Effect of HRM on Performance

- Arthur, J.B. 1994. Effects of human resource systems on manufacturing performance and turnover. *Academy of Management Journal*, 37: 670-687.
- Batt, R. 2002. Managing customer services: Human resource practices, quit rates, and sales growth. *Academy of Management Journal*, 45 (3): 587-597.
- Cappelli, P., and Neumark, D. 2001. Do 'high-performance' work practices improve establishment-level outcomes? *Industrial and Labor Relations Review*, 54 (4): 737-775.
- Chadwick, C. 2007. Examining non-linear relationships between human resource practices and establishment performance. *Industrial and Labor Relations Review*, 60(4): 499-521.
- Guthrie, J.P. 2001. High Involvement work practices, turnover, and productivity: Evidence from New Zealand. *Academy of Management Journal*, 44: 180-190.
- Huselid, M.A. 1995. The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38 (3): 635-672.
- Ichniowski, C., Shaw, K., & Prennushi, G. 1997. The effects of human resource management practices on productivity: A study of steel finishing lines. *The American Economic Review*, June: 291-314.

Additional Readings on Direct Effects, Mediation, and Contingency Factors (Weeks 6-10):

- Birdi, K., Clegg, C., Patterson, M., Robinson, A., Stride, C.B., Wall, T.D., & Wood, S.J. 2008. The impact of human resource and operational management practices on company productivity: A longitudinal study. *Personnel Psychology*, 61: 467-501.
- Capelli, P. & Singh, H. 1992. Integrating strategic human resources and strategic management. In D. Lewin, O.S. Mitchell, & P. Sherer (eds.), Research frontiers in industrial relations and human resources, Madison, WI: Industrial Relations Research Association. (pp. 165-192)
- Cappelli, P., & Crocker-Heffer, A. 1996. Distinctive human resources are firms' core competencies. *Organizational Dynamics*, 24(3): 7-22.
- Chang, S., Jia, L., Takeuchi, R. & Cai, Y. 2014. Do high-commitment work systems affect creativity? A multilevel combinational approach to employee creativity. *Journal of Applied Psychology*, 99(4): 665-680.
- Chuang, C.H. & Liao, H. 2010. Strategic human resource management in service context: Taking care of business by taking care of employees and customers. *Personnel Psychology*, 63: 153-196.
- Cutcher-Gershenfeld, J.C. 1991. The impact on economic performance of a transformation in workplace relations. *Industrial and Labor Relations Review*, 44: 241- 260.

- Dyer, L., & Reeves, T. 1995. HR strategies and firm performance: What do we know and where do we need to go? *International Journal of Human Resource Management*, 6: 656- 670.
- Gong, Y., Law, K.S., Chang, S., & Xin, K.R. 2009. Human resource management and firm performance: The differential role of managerial affective and continuance commitment. *Journal of Applied Psychology*, 94: 263-275.
- Lawler, E.E. 1992. The ultimate advantage: Creating the high-involvement organization. San Francisco, CA: Jossey-Bass.
- Lawler, E.E., Mohrman, S.A., & Ledford, G.E. 1995. Creating high performance organizations: Practices and results of employee involvement and total quality management in Fortune 1000 companies. San Francisco: Jossey-Bass Publishing.
- Lee, J., & Miller, D. 1999. People matter: Commitment to employees, strategy and performance in Korean firms. *Strategic Management Journal*, 20: 579-593.
- Levine, D. 1995. Reinventing the workplace: How business and employers can both win. Washington, DC: Brookings Institute.
- Meyer, A.D., Tsui, A.S., & Hinings, C.R. 1993. Configurational approaches to organizational analysis. *Academy of Management Journal*, 36 (6): 1175-1195.
- Perry-Smith, J.E., & Blum, T.C. 2000. Work family human resource bundles and perceived organizational performance. *Academy of Management Journal*, 43: 1107-1117.
- Snell, S.A. & Youndt, M.A. 1995. Human resource management and firm performance: Testing a contingency model of executive controls. *Journal of Management*. 21(4): 711- 737.
- Snow, C.C. & Snell, S.A. 1993. Staffing as strategy. In M. Schmitt, and W.C. Borman (eds.), Personnel selection in organizations.
- Su, Z.X., Wright, P.M., & Ulrich, M.D. In Press. Going beyond the SHRM paradigm: Examining four approaches to governing employees. *Journal of Management*.
- Takeuchi, R., Chen, G., & Lepak, D. P. 2009. Through the looking glass of a social system: Cross-level effects of High Performance Work Systems on Employee Attitudes. *Personnel Psychology*, 62: 1-29.
- Way, S.A. 2002. High performance work systems and intermediate indicators of firm performance within the U.S. small business sector. *Journal of Management*, 28(6): 765- 785.
- Whitener, E. 2001 Do 'high commitment' human resource practices affect employee commitment? A cross-level analysis using hierarchical linear modeling. *Journal of Management*, 27(5): 515-535.
- Wright, P.M. McMahan, G., McCormick, B., & Sherman, W. 1998. Strategy, core competence, and HR involvement as determinants of HR effectiveness and refinery performance. *Human Resource Management*, 37(1): 17-30.

Week 7: The “Black Box” - Mediation/Proximal Effects of HR Systems (1)

- Batt, R. & Colvin, A.J. 2011. An employment systems approach to turnover: Human resources practices, quits, dismissals, and performance. *Academy of Management Journal*, 54(4): 695-717.

- Collins, C.J. & Smith, K.G. 2006. Knowledge exchange and combination: The role of human resource practices in the performance of high-technology firms. *Academy of Management Journal*, 49(3): 544-560.
- Gardner, T.M., Wright, P.M. & Moynihan, L.M. 2011. The impact of motivation, empowerment, and skill-enhancing practices on aggregate voluntary turnover: The mediating effect of collective affective commitment. *Personnel Psychology*, 64: 315- 350.
- Jiang, K., Lepak, D.P. Hu, J., & Baer, J. 2012. How does human resource management influence organizational outcomes? A meta-analytic investigation of the mediating mechanism. *Academy of Management Journal*, 55: 1264-1294.
- Messersmith, J.G., Patel, P.C., Lepak, D.P. & Gould-Williams, J. 2011. Unlocking the black box: Exploring the link between high performance work systems and performance. *Journal of Applied Psychology*, 96 (6): 1105-1118.
- Takeuchi, R., Lepak, D.P., Wang, H. & Takeuchi, K. 2007. An empirical examination of the mechanisms mediating between high performance work systems and the performance of Japanese organizations. *Journal of Applied Psychology*, 92(4): 1069- 1083.
- Tsui, A.S., Pearce, J.L., Porter, L.W., & Tripoli, A.M. 1997. Alternative approaches to the employee-organization relationship: Does investment in employees pay off? *Academy of Management Journal*, 40(5): 1089-1121.

Week 8: The “Black Box” - Mediation/Proximal Effects of HR Systems (2)

- Kehoe, R.R. & Wright, P.M. 2013. The impact of high-performance human resource practices on employees’ attitudes and behaviors. *Journal of Management*, 39: 366-391.
- Liao, H., Toya, K., Lepak, D.P., & Hong, Y. 2009. Do They See Eye to Eye? Management and Employee Perspectives of High-Performance Work Systems and Influence Processes on Service Quality. *Journal of Applied Psychology*, 94 (2): 371-391.
- Nishii, L.H., Lepak, D.P., & Schneider, B. 2008. Employee attributions of the “why” of HR practices: Their effects on employee attitudes and behaviors, and customer satisfaction. *Personnel Psychology*, 61 (3): 503-545.
- Pak, J. & Kim, S. In press. Team manager’s implementation, high performance work systems intensity, and performance: A multilevel investigation. *Journal of Management*.
- Patel, P.C., Messersmith, J.G., & Lepak, D.P. 2013. Walking the tight-rope: An assessment of the relationship between high performance work systems and organizational ambidexterity in high tech SMEs. *Academy of Management Journal*, 56(5): 1420-1442.
- Sikora, D.M., Ferris, G.R. & Van Iddekinge, C.H. 2015. Line manager implementation perceptions as a mediator of relations between high performance work practices and employee outcomes. *Journal of Applied Psychology*, 100(6): 1908-1918.

Week 9: Contingency Factors in the HRM-Performance Relationship (1)

- Datta, D. K., Guthrie, J. P., & Wright, P.M, 2005. Human resource management and labor productivity: Does industry matter? *Academy of Management Journal*, 48: 135-145.

- Delery, J. & Doty, D.H. 1996. Modes of theorizing in strategic human resource management: Tests of universalistic, contingency, and configurational performance predictions. *Academy of Management Journal*, 39: 802-835.
- Koch, M.J. & McGrath, R.G. 1996. Improving labor productivity: Human resource management policies do matter. *Strategic Management Journal*, 17: 335-354.
- MacDuffie, J. P. 1995. Human resource bundles and manufacturing performance: Organizational logic and flexible production systems in the world auto industry. *Industrial and Labor Relations Review*, 48: 197-221.
- Wright, P.M., Smart, D., & McMahan, G.C. 1995. On the integration of strategy and human resources: An investigation of the match between human resources and strategy among NCAA basketball teams. *Academy of Management Journal*, 38: 1052-1074.
- Youndt, M.A., Snell, S.A., Dean, J.W. Jr., & Lepak, D.P. 1996. Human resource management, manufacturing strategy, and firm performance. *Academy of Management Journal*, 39(4): 836-866.

Week 10: Contingency Factors in the HRM-Performance Relationship (2)

- Chadwick, C., Way, S.A., Kerr, G., & Thacker, J.W. 2013. Boundary conditions of the high-investment human resource systems—small firm labor productivity relationship. *Personnel Psychology*, 66(2): 311-343.
- Collins, C., & Kehoe, R.R. In Press. Examining strategic fit and misfit in the management of knowledge workers. *Industrial and Labor Relations Review*.
- Huselid, M.A. & Becker, B.E. 2011. Bridging micro and macro domains: Workforce differentiation and strategic human resource management. *Journal of Management*, 37(2): 421-428.
- Lepak, D.P., & Snell, S.A. 1999. The human resource architecture: Toward a theory of human capital allocation and development. *Academy of Management Review*, 24: 31-48.
- Skaggs, B. C., & Youndt, M. 2004. Strategic positioning, human capital, and performance in service organizations: A customer interaction approach. *Strategic Management Journal*, 25: 85-99.
- Sun, L.I., Aryee, S., & Law, K.S. 2007. High performance human resource practices, citizenship behavior, and organizational performance: A relational perspective. *Academy of Management Journal*, 50(3): 558-577.

Week 11: Targeted/Alternative HR systems

- Collins, C.J. & Clark, K.D. 2003. Strategic human resource practices, top management team social networks, and firm performance: The role of human resource practices in creating organizational competitive advantage. *Academy of Management Journal*, 46(6): 740-751.
- Gittell, J.H., Seider, R. & Wimbush, J. 2010. A relational model of how high-performance work systems work. *Organization Science*, 21(2): 490-506.
- Chuang, C.H., Jackson, S.E. & Jiang, Y. 2016. Can knowledge-intensive teamwork be managed? Examining the roles of HRM systems, leadership, and tacit knowledge. *Journal of Management*, 42(2): 524-554.

- Chang, S., Gong, Y., Way, S.A. & Jia, L. 2013. Flexibility-oriented HRM systems, absorptive capacity, and market responsiveness and firm innovativeness. *Journal of Management*, 39(7): 1924-1951.
- Jiang, K., Chuang, C.H. & Chaio, Y.C. 2015. Developing collective customer knowledge and service climate: The interaction between service-oriented high-performance work systems and service leadership. *Journal of Applied Psychology*, 100(4): 1089-1106.
- Kehoe, R.R. & Collins, C.J. 2017. Human resource management and unit performance in knowledge-intensive work. *Journal of Applied Psychology*, 102(8): 1222-1236.

Week 12: Methodological Issues (1)

- Gerhart, B. Wright, P.M. McMahan, G. and Snell, S.A. 2000. Measurement error in research on human resources and firm performance: How much error is there and how does it influence effect size estimates? *Personnel Psychology*, 53: 803-834.
- Huselid, M.A., & Becker, B.E., 2000. Comment on "measurement error in research on human resources and firm performance: How much error is there and how does it influence effect size estimates? *Personnel Psychology*, 53: 835-854.
- Wright, P.M., Gardner, T.M., Moynihan, L.M., Park, H.J., Gerhart, B., & Delery, J.E. 2001. Measurement error in research on human resources and firm performance: Additional data and suggestions for future research. *Personnel Psychology*, 54: 875-901.
- Piening, E.P., Baluch, A.M. & Salge, T.O. 2013. The relationship between employees' perceptions of human resource systems and organizational performance: Examining mediating mechanisms and temporal dynamics. *Journal of Applied Psychology*, 98(6): 926-947.
- Shin, D. & Konrad, A.M. In Press. Causality between high-performance work systems and organizational performance. *Journal of Management*,
- Wright, P.M., Gardner, T.M., Moynihan, L.M. & Allen, M.R. 2005. The relationship between HR practices and firm performance: Examining the causal order. *Personnel Psychology*, 58: 409-446.

Week 13: Methodological Issues (2)

- Boon, C., Den Hartog, D.N., & Lepak, D.P. (online first, 2019). A systematic review of human resource management systems and their measurement. *Journal of Management*.
- Lepak, D.P., Liao, H., Chung, Y., & Harden, E. 2006. A conceptual review of high investment HR systems in strategic HRM research. In J. Martocchio (ed.), *Research in Personnel and Human Resource Management*, Vol. 25.
- Molloy, J.C., Ployhart, R.E., & Wright, P.M. 2011. The myth of "the" micro-macro divide: Bridging system-level and disciplinary divides. *Journal of Management*, 37 (2): 581-609.
- Ostroff, C. & Bowen, D.E. 2016. Reflections on the 2014 decade award: Is there strength in the construct of HR system strength? *Academy of Management Review*, 41(2): 196-214.
- Peccei, R., & Van de Voorde, K. 2019. The Application of the Multilevel Paradigm in Human Resource Management–Outcomes Research: Taking Stock and Going Forward. *Journal of Management*, 45: 786-818.

- Posthuma, R.A., Campion, M.C., Masimova, M. & Campion, M.A. 2013. A high performance work practices taxonomy: Integrating the literature and directing future research. *Journal of Management*, 39(5): 1184-1220.

Week 14: Human Capital-Based Perspectives on Human Resources and Newer Topics

- Coff, R., & Kryscynski, D. 2011. Invited editorial: Drilling for micro-foundations of human capital-based competitive advantages. *Journal of Management*, 37(5): 1429-1443.
- Fulmer, I.S., & Ployhart, R.E. 2014. "Our most important asset": A multidisciplinary/multilevel review of human capital valuation for research and practice. *Journal of Management*, 40(1): 161-192.
- Kehoe, R.R., & Han, J.H. in press. An expanded conceptualization of line managers' involvement in human resource management. *Journal of Applied Psychology*.
- Nyberg, A.J., Moliterno, T.P., Hale, Jr, D., & Lepak, D.P. 2014. Resource-based perspectives on unit-level human capital: A review and integration. *Journal of Management*, 40(1): 316-346.
- Ployhart, R.E., & Moliterno, T.P. 2011. Emergence of the human capital resource: A multilevel model. *Academy of Management Review*, 36(1): 127-150.
- Steffensen, D.S., Ellen, B.P., Wang, G., & Ferris, G.R. (online first). Putting the "management" back in human resource management: A review and agenda for future research. *Journal of Management*.

Optional:

- Delery, J., & Roumpi, D. 2018. Strategic human resource management, human capital and competitive advantage: is the field going in circles? *Human Resource Management Journal*, 27: 1-21.
- Ployhart, R.E., Nyberg, A.J., Reilly, G., & Maltarich, M.A. 2014. Human capital is dead: Long live human capital resources! *Journal of Management*, 40(2): 371-398.

Week 15: Final Exam

Appendix - Discussion Leader Guidelines

Discussion Leader GOAL: To structure and guide high quality scholarly interaction

1. Establish the order for our discussion of the papers (organizing framework)
Make sure we review / critique each paper (strengths and weaknesses)
2. Manage the discussion
So that everyone has a chance to participate
To keep us focused on academic aspects of the topic, not just personal anecdotes
To prepare in advance discussion questions to stimulate engaging interaction
3. Focus at least the last 15 minutes of class on conclusions that integrate across all papers
Facilitate summary, comparison, and contrast
Discuss observations about future research
4. Prepare a short (1-2 page) handout with your organizing framework and summary of the topic.
Include strengths and weaknesses of the literature on this topic

As a group, our goal is to listen carefully to each other and build on prior comments. We will concentrate on depth of thinking and critique (not on simple summaries or descriptions of the papers)

Appendix - Paper Guidelines (p. 1 of 2)

1. Title

- a. Attract interest and attention to your idea
- b. Specify key theories and/or constructs so readers can anticipate your topic

2. Topic and research focus

- a. In one sentence, summarize your theory building research project
- b. Focus on a particular aspect of the topic (choose a relatively narrow topic)
- c. Explain why this is an important topic for future researchers and for practice

3. Theoretical framework

- a. State the one theory that provides the foundation for your work
--This theory should be the source of the key constructs in your model, dimensions of key concepts, proposed relationships, etc.
- b. Provide citations to the original theory
- c. Indicate other theoretical perspectives that you considered

4. Key concepts and definitions of key concepts

- a. Predictors
- b. Outcomes
- c. Mediators
- d. Moderators

5. Proposed relationships

- a. State the propositions in your model.
- b. Support these proposed relationships based on theory.
- c. Attach a model/diagram that summarizes your propositions and depicts proposed relationships.

6. Boundary conditions

- a. Describe the focus and limits of your theory building
- b. Describe the contexts where will your proposed relationships should be more relevant.
--This could include type of organization, group, job, geographic location, cultural values, etc.

7. Level of conceptualization

For example - is your primary focus on individuals, groups, or organizations?

8. Empirical test of your model

While the primary focus of this paper is on developing and communicating theory, you should also devote a bit of thought to how someone (maybe you) might test this idea in the future. What sort of sample and study design would be appropriate? What challenges could you anticipate running into?

-- This section should be one page long, two at the most.

Paper Guidelines (p. 2 of 2)

9. That's interesting; potential contributions

Explain why your theory building is interesting

Link your model back to your theoretical foundation and back to practical issues

Explain the potential contribution of your model to research and to practice

Miscellaneous

1. Your success as a scholar will depend significantly on your ability to listen and learn from feedback you receive on your work. This semester, you will receive feedback from your classmates and from me on your proposal, and also during your presentation. USE IT!! Your final paper should reflect and be improved by this feedback; if it does not, your grade could be negatively affected.
2. PLEASE NUMBER THE PAGES IN YOUR PAPER (sorry, but this is Prof Fulmer's little pet peeve 😊).
3. Make sure your final product has been proofed, spell-checked, and is in proper format, including the reference list. I am not picky about WHICH reference style you use, as long as you use one and are consistent. You may use the format specified in the *Publication Manual of the American Psychological Association* ("APA format"), or you may use another style guide/format that is appropriate and accepted for top journals in your area like *Academy of Management Journal*, or *Industrial and Labor Relations Review*. To find this, see the information for authors at the journal website and use the recommended style guide or download the style guide from there.