COURSE OVERVIEW AND OBJECTIVES

This doctoral seminar provides an overview of theory and research related to micro-level human resource functions such as job performance, recruitment, selection, performance appraisal and management, diversity, compensation, training and career development, and employee retention. The readings assigned for the course are designed to provide you with an overview of the theoretical perspectives and empirical research findings on the topics noted above. The readings are by no means comprehensive, but rather introduce you to various perspectives and methodological approaches to studying micro-HRM topics. I tried to include some “classic” articles and recently published articles to give you a sense of the trends on each topic. I also focused more on primary studies, rather than meta-analyses or review articles, so that you also gain knowledge about research design and methods to conduct your own primary study. For the topics you find particularly interesting, I included supplemental readings, but again even this list is not comprehensive. You are encouraged to do your own detailed literature review on a topic to gain a full understanding of the research to date.

The course objectives are to:
- Develop your knowledge of theory and research relevant to the micro HRM literature
- Develop skills to critique theory and research in the HRM literature
- Identify areas for future theoretical and empirical investigation in HRM
- Understand the various methodological approaches relevant to research on HRM topics
- Develop skills in scholarly writing and presentations.
COURSE ASSESSMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>Every Class</td>
<td>20</td>
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<td>2. Discussion Leader</td>
<td>TBD</td>
<td>15</td>
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<td>3. Journal Article Review</td>
<td>March 4</td>
<td>15</td>
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<tr>
<td>5. Complete Research Proposal Paper</td>
<td>April 29</td>
<td>20</td>
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<tr>
<td>6. Final Exam</td>
<td>May 6</td>
<td>20</td>
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(1) **Class Participation (20 points; 20% of grade).** It is expected that each student will come to class having carefully read the required readings listed for that day and ready to present the main points of each article. Most importantly, you should integrate the readings and be prepared to discuss major findings and/or inconsistent results. The classes will be mostly discussion oriented and all of us should be prepared to actively participate each week. This includes actively listening and respectfully responding to other students’ comments. This also means you need to attend class each week. You will be graded on class participation because it is an important goal of this course to develop your research skills to the point where you can carefully analyze and critique research articles. Your grade will be determined based on both quantity and quality of your contributions to the weekly class discussions.

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

(2) **Discussion Leader (15 points; 15% of grade).** Each student will be responsible for being the Discussion Leader for two week’s topics (assigned in week 1). Depending on the number of students, there may be co-leaders for some weeks. As Discussion Leader, you are required to prepare PPT slides that briefly summarize each article’s key purpose and findings and list discussion questions related to each article and the set of articles. The PPT slides should be distributed to the rest of the class, via email, by 6pm Tuesday evening before the week’s class. The Discussion Leader(s) is then responsible for leading and facilitating the class discussion that week, based on their PPT slides. This should include (but is not limited to) summarizing each article’s purpose, theory, and findings; identifying key themes, similarities, differences, and contribution of the set of articles; and identifying future research ideas. You will earn up to 7.5 points for each Discussion Leader role.

(3) **Journal Article Review (15 points; 15% of grade).** An important professional service activity that all academics should engage in is serving as a blind reviewer for articles submitted to refereed journals. In addition, learning to critique a journal article can provide a more sophisticated and comprehensive set of analytical and communication skills and can provide insight into one’s own work. For this assignment, I will provide you with an unpublished manuscript with all identifying information removed on February 5. You will
provide me (the editor) with a formal review addressed to the authors by March 4. Please see the separate assignment document titled “Journal Review Assignment Details” for further instructions and guidance. See the Appendix of this syllabus for articles that provide guidance for reviewers.

(4) **Introduction to Research Proposal Paper (10 points; 10% of grade).** Per assignment #5, you are required to submit a research proposal on a course-related topic. Please see the full description of this assignment below. You are required to submit the “Introduction” on March 25.

In the Introduction, you should: introduce the topic; define key constructs; explain why it is an important topic/construct to study; provide a brief literature review of what we already know about this topic, identifying a gap relevant to your study; and provide a description of the purpose and goals of your proposed study. You should end this section with a clear statement on how your study will contribute to this literature. *Note: the literature review should be based on at least 15 articles, which are then very succinctly summarized in an integrative manner.* The Introduction should be about 5-6 pages.

*Be sure to include the References with the submitted assignment.* The Introduction will be graded and my feedback should be incorporated into your complete paper submitted at the end of the semester. I am grading this as a separate component because (a) it is a very important part of any paper submitted to a journal and (b) to provide you with some feedback on your general proposal idea before you write the full paper.

(5) **Research Proposal Paper (20 points; 20% of grade).** Each student will be required to submit a research proposal on a course-related topic. You should think of this as the “front-end” of an empirical paper that you might want to conduct in the future. The paper is due April 29 and should include the following sections:

- **Introduction to your paper** (5-6 pages). See assignment #4. The complete paper should include your revised introduction that incorporates my feedback.

- **Development of hypotheses grounded in theory** (about 4-7 pages). You will want to briefly summarize the theory and then develop each of the hypothesized relationships based on the theory. Be sure to cite any empirical research that has previously supported your theoretical viewpoint. You should have between three and six hypotheses; do not develop an overly complex theoretical model. Include a Figure depicting your hypothesized model, which should be inserted after References.

- **An overview of the proposed research methodology** (about 3-4 pages). This should include proposed design (e.g., experiment, field survey, qualitative study), sample, measures, analytical techniques, and strengths and limitations of your proposed research methods. Your proposed methods should follow best practices per the readings from this class and your other courses. This section should primarily focus on the research design, with less emphasis on analytical techniques.

- **Conclusion** summarizing the key purpose and goals of the study (1 paragraph)
The paper should also meet the following requirements:

- Not exceed 25 pages, double-spaced and 12-point Times New Roman font, inclusive of the title page, references, tables, and any figures;
- Cite at least 15 articles relevant to this course;
- Be formatted according to APA guidelines.

(6) **Final exam (20 points; 20% of grade).** An essay exam will be given during class period during finals week (Wednesday, May 6). The exam questions will be similar to comprehensive exam questions, except in this case, you will be responsible only for the required readings (and not the supplemental readings) from this course. You will be allowed to refer to the reading list and two pages of notes (single-sided, minimum of 10 point font), during the exam.

**GRADING:** Each assessment activity will be assigned points commensurate with your performance and the assigned weighting for the activity, for a total of up to 100 points. Final grades will be based on the following scale:

- A 90-99 points
- B 80-89 points
- C 70-79 points

*In unusual circumstances of inadequate performance, students may receive a D or F.*

Please note that the schedule, course assignments, and/or readings are subject to change based on the discretion of the instructor.

**POLICIES**

**Communication Maintenance:** Please be aware that any announcements that impact the class schedule or assessments will be sent to your university email address (@rutgers.edu). Please be sure to check that email account on a regular (daily) basis during the semester and final exam period. I will also post important announcements on CANVAS. Please feel free to call my office phone or email me with questions or concerns about the course and/or any assignments. I will endeavor to reply to you within 48 hours. If you are absent from a class, please ask a fellow student for the lecture notes.

**Attendance Policy:** Attendance at all scheduled classes is expected. Failure to attend classes with no authentic excuse will negatively affect your grade – as attendance and participation are accounted for in the course assessment. Rutgers University Attendance Policy has assigned the following recognized grounds for absences:
1. Illness requiring medical attention (written proof is needed).
2. Curricular or extracurricular activities approved by the faculty.
3. Personal obligations claimed by the student and recognized as valid (pre-approved by the instructor unless it is a family emergency).
4. Recognized religious holidays.
5. Severe inclement weather causing dangerous traveling conditions (Rutgers University usually cancels classes when the weather conditions are not safe for commute).

PLEASE CONTACT ME IF YOU WILL NEED TO BE ABSENT FROM CLASS.

**Academic Misconduct**: All students enrolled in this course are responsible for abiding by the guidelines outlined in the University’s Academic Integrity Policy. You can find the full policy at [http://academicintegrity.rutgers.edu/academic-integrity-policy/](http://academicintegrity.rutgers.edu/academic-integrity-policy/). In particular, the principles of academic integrity require that a student do the following:

- **Properly acknowledge and cite all use of the ideas, results, or words of others.**
- **Properly acknowledge all contributors to a given piece of work.**
- **Make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.**
- **Obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.**
- **Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.**
- **Uphold the canons of the ethical or professional code of the profession for which he or she is preparing.**

If you have any questions about what is expected of you generally or on any specific assignment, please do not hesitate to ask me.

**Accommodating Disabilities**: “Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: [https://ods.rutgers.edu/students/registration-form](https://ods.rutgers.edu/students/registration-form). For additional information, please visit the website of the Office of Disability Services at: [https://ods.rutgers.edu/students](https://ods.rutgers.edu/students).

If you have a disability that may require some modification of seating, testing, or any other class requirement, please let me know as soon as possible so that appropriate arrangements can be made. Similarly if you have any emergency medical information about which I should know, or if you need special arrangements in the event the building must be evacuated, please let me know. Please see me after class hours or during my scheduled office hours or schedule an appointment.
Student Wellness Services: Rutgers provides several resources to assist students who may be experiencing distress or mental health concerns. The following are some of the resources that are available to you if you need them.

Counseling, ADAP & Psychiatric Services (CAPS)
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901 / www.rhscaps.rutgers.edu/
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)
(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services
(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / https://ods.rutgers.edu/
The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners: (732) 247-5555 / http://www.scarletlisteners.com/
Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Grade Appeals: If you have a concern about a grade that you receive on any assignment in this class you are invited to submit a written appeal to me within one week of receiving the grade in question. This appeal should outline your specific concerns with the grade and the evidence you have to support why it should be changed. I will consider your written appeal and schedule time to talk to you regarding the grade.

Submitting Assignments and Make-up Exams: All written assignments must be submitted before the beginning of the class period on their respective due dates. Late submission of assignments will incur a penalty of 10% per business day.

Assignment extensions and make-up exams are only available in extenuating circumstances (i.e., medical/health emergency for yourself or dependent, death in the immediate family, mandatory religious observations, or university-related mandatory travel) and must be approved by me prior
to the assignment or exam due date. Written proof of the extenuating circumstance, from a legitimate authority, is required at the time the request is made.

**Not Happy with this Course?** Any concerns you have regarding this course should first be discussed with me, Maria Kraimer. If I can’t resolve your concern to your satisfaction, you may contact the Head of Department (Professor Scott Seibert). I truly hope you enjoy this course though 😊

**Other Course Policies:** All other course policies are governed by the School of Management and Labor Relations.
# OVERVIEW OF TOPICS AND SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>IN CLASS &amp; ASSIGNMENTS DUE</th>
<th>Discussion Leader</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 22</td>
<td>Introduction to Micro-HRM</td>
<td>Assign discussion leader to topics</td>
<td>Maria</td>
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<tr>
<td>2</td>
<td>Jan. 29</td>
<td>Theories of Job Performance</td>
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<td>3</td>
<td>Feb. 5</td>
<td>Recruitment and Job Search</td>
<td>Article for “Review” assignment distributed</td>
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<td>4</td>
<td>Feb. 12</td>
<td>NO CLASS</td>
<td></td>
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<td>5</td>
<td>Feb. 19</td>
<td>Selection: Individual Differences</td>
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<td>6</td>
<td>Feb. 26</td>
<td>Selection: Interviews</td>
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<td>7</td>
<td>Mar. 4</td>
<td>Performance Appraisals</td>
<td>Journal Article Review Due</td>
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<td>8</td>
<td>Mar. 11</td>
<td>Performance Feedback</td>
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<td>9</td>
<td>Mar. 18</td>
<td>SPRING BREAK</td>
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<td>10</td>
<td>Mar. 25</td>
<td>Diversity &amp; Discrimination</td>
<td>Introduction to Research Proposal Due</td>
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<td>11</td>
<td>Apr. 1</td>
<td>Work-Nonwork Interface</td>
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<td>12</td>
<td>Apr. 8</td>
<td>Training &amp; Development</td>
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<td>13</td>
<td>Apr. 15</td>
<td>Career Management</td>
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<td>14</td>
<td>Apr. 22</td>
<td>Compensation and Rewards</td>
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<td>15</td>
<td>Apr. 29</td>
<td>Employee Retention</td>
<td>Research Proposal Due</td>
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<td>16</td>
<td>May 6</td>
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<td>Final Exam</td>
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WEEKLY READINGS

WEEK 1 - INTRODUCTION TO MICRO-HRM RESEARCH AND THEORY

Required Readings


Supplemental

- Byron, K., & Thatcher, S. M. (2016). Editors’ comments:“What I know now that I wish I knew then”—Teaching theory and theory building
WEEK 2 – THEORIES OF JOB PERFORMANCE

Required Readings


Supplemental

- Commentaries on Murphy (2008) were published in subsequent issues of I&OP
  - Woehr Commentary
  - King Commentary
  - Fisher Commentary
  - Harris, Ispas, & Schmidt Commentary
  - Murphy Response


**WEEK 3 – RECRUITMENT AND JOB SEARCH**

**Required Readings**


**Supplemental**


**WEEK 4 – NO CLASS – Start working on the “journal review” assignment and developing an idea for your research proposal**
WEEK 5 – SELECTION: INDIVIDUAL DIFFERENCES

Required Readings


Supplemental


**WEEK 6 – SELECTION: INTERVIEWS**

**Required Readings**


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


**WEEK 7 – PERFORMANCE APPRAISALS**

**Required Readings**


Supplemental

WEEK 8 – PERFORMANCE FEEDBACK
Required Readings


Supplemental

WEEK 9 – SPRING BREAK, NO CLASS
WEEK 10 – DIVERSITY AND DISCRIMINATION

Required Readings


Supplemental


**WEEK 11 – WORK-NONWORK INTERFACE**

**Required Readings**


**Supplemental**


• There are at least 9 published meta-analyses on work-family conflict.
WEEK 12 – TRAINING AND DEVELOPMENT

Required Readings


Supplemental

- 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.


WEEK 13 – CAREER MANAGEMENT

Required Readings


**Supplemental**


**WEEK 14 – COMPENSATION AND REWARDS**

**Required Readings**


**Supplemental**


WEEK 15 – EMPLOYEE RETENTION

**Required Readings**


**Supplemental**


APPENDIX
ARTICLES ON “REVIEWING”


