**UNIVERSITY OF ILLINOIS**

**School of Labor and Employment Relations**

**LER 557 (Fall 2018)**

*HR Theory*

Instructor: Amit Kramer

Meeting Time: Mondays, 9:30 – 12:20.

Course Location: LER 133A

Office: LER 247E

Office Hours: By appointment

E-mail: kram@illinois.edu

**Course Overview:**

This course is designed to provide doctoral students with a comprehensive understanding of issues in the domain of HR research. We will approach this task by examining concepts from multiple disciplines such as management, psychology, sociology, and economics. The course also aims at helping students identify an area of research that they may further investigate during the remainder of their doctoral program, and to be able to develop skills to enable them to critically evaluate and integrate multiple theoretical perspectives on a particular research topic.

**Evaluation:**

Class Participation (25%)

Seminar Leadership (20%)

Weekly Articles Critiques (20%)

Research Paper and Presentation (20%)

Friendly Peer Review (15%)

**Class Participation:**

Class participation will be graded on each student’s degree of quality contribution toward class discussion. 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. Students are encouraged to bring to the class’s attention additional research that informs and explores the day’s issues.

**Seminar Leadership:**

For each class session, one or more students will be assigned to lead the seminar covering the listed readings. The role of the discussion leader will be to help clarify key concepts, identify controversial or interesting points, point out other articles of relevance, etc. The leader will prepare 2-3 critical questions *per article* for discussion. It is **NOT, however** the role of the facilitator to lead the entire discussion—all students will participate equally. We will determine the leaders for each class during the first class session. Depending on class size, students will lead about **two** class sessions.

**Article Critiques:**

***During the weeks that you are NOT a seminar leader***, you will be required to turn in a 2-page, double-spaced, critique of the assigned articles. These critiques **SHOULD NOT** be summaries or a re-hash of each article; instead a good critique identifies common themes among all articles, the strengths and weaknesses of an article in terms of its contribution to the literature and identifies gaps in current research and future research needs and opportunities. Rather than learning new theories and summarizing them, the purpose of the critique is to challenge you to think beyond what you read and create something new. **The critique must be e-mailed to me by 8 a.m. a day before class**.

**Research Paper and Presentation:**

Each student will investigate a topic of her/his choice and write a high-quality conceptual research paper that integrates past research and theory with new ideas about an issue. Originality, thoroughness, and scholarly thinking are the most important criteria for the research paper. All papers should be written in a format and structure suitable for submission to top journals (e.g., *Academy of Management Review or Human Resources Management Review*), and should not exceed thirty pages, including references, tables, and figures. Because the best papers in the field are not written once, but are instead re-written and re-drafted many times, your work on the research paper will mirror this process, with several iterations in writing and conceptual development.

1. **Research Proposals: NO MORE THAN** 3-page research proposal is due by **September 24**. Aside from my feedback on these proposals, each proposal will also be distributed to another student for review and critique. To ensure that everyone has time to consider and integrate this feedback into the papers, the feedback must be returned to me (via e-mail) no later than **October 1**. I will provide you with feedback and the feedback from the reviewer in class on **October 8**.

2. **First Draft:** The first draft of the research paper is due **October 29**. Please e-mail it to me, and I will promptly forward it to one of your classmates for review. Reviews are due to me on **November 12**. I will provide you with my feedback on the draft and the feedback from the student reviewer in class on **November 19**. *The feedback from the student reviewer is the Friendly Peer Review listed on the next page.*

3. **Presentation**: Presentations will be made by each student of their research paper on **the last class**, and will follow the format of the Academy of Management Meetings Conference (15-minute *PowerPoint* presentation, followed by questions (5 minutes) from the audience).

4. **Final Paper:** The final version of the research paper is due on **December 10**. Each student must also submit a short written response to the reviewer/editor comments with their final draft.

**Friendly Peer Review:**

An integral aspect of an academic career is the opportunity to read and review papers of your colleagues. As indicated above, feedback will be provided and received at multiple time points, making the class a dynamic forum for mutual development. You will be required to provide feedback to your course colleagues on the proposals and drafts of the required theoretical paper, and will receive feedback on your paper from your colleagues.

**OUTLINE AND SCHEDULE OF SESSIONS**

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| **WEEK 1: WHAT IS THEORY?** |
| Monday, August 27 |
| 1. Bacharach, S. 1989. “Organizational Theories: Some Criteria for Evaluation.” ***Academy of Management Review,*** 14: 496-515. 2. Whetten, D. A. 1989. “What Constitutes a Theoretical Contribution?” ***Academy of Management Review,*** 14, 490-495. 3. Sutton, R., & B. Staw. 1995. “What Theory is Not.” ***Administrative Science Quarterly***, 40: 371-384. 4. Weick, K. 1995. “What Theory is Not, Theorizing is.” ***Administrative Science Quarterly***, 40: 385-390. 5. DiMaggio, P. 1995. “Comments on ‘What Theory is Not.’” ***Administrative Science Quarterly***, 40: 391-397. 6. Rindova, V. 2008. “Editor’s Comments: Publishing Theory When You Are New to the Game.” ***Academy of Management Review,*** 33: 300-303. 7. Corley, K., & Gioia D. 2011. “Building Theory about Building Theory: What Constitutes a Theoretical Contribution?” ***Academy of Management Review,*** 36: 12-32. |
| **WEEK 2: MULTILEVEL AND CONTEXTUAL ISSUES IN RESEARCH** |
| Monday, September 10 |
| 1. Klein, K. J., et al. 1999. “Multilevel Theory Building: Benefits, Barriers, and New Developments.” ***Academy of Management Review***, 24: 243-248. 2. Kozlowski, S. W. J., & Klein, K. J. 2000. A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K. J. Klein & S. W. J. Kozlowski (Eds.), Multilevel theory, research and methods in organizations: Foundations, extensions, and new directions (pp. 3-90). San Francisco, CA: Jossey-Bass. 3. Hackman, R.J. 2003. “Learning More by Crossing Levels: Evidence from Airplanes, Hospitals, and Orchestras.” ***Journal of Organizational Behavior,*** 24: 905-922. 4. Johns, G. 2006. “The Essential Impact of Context on Organizational Behavior.” ***Academy of Management Review***, 31, 386-408. |

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| **WEEK 3: JOBS AND THE EMPLOYMENT RELATIONSHIP** |
| Monday, September 17 |
| 1. Bidwell, M., Briscoe, F., Fernandez-Mateo, I., & Sterling, A. 2013. “The Employment Relationship and Inequality: How and Why Changes in Employment Practices are Reshaping Rewards in Organizations.” ***Academy of Management Annals***, 7: 61-121. 2. Cappelli, P. & Keller, J. 2013. “Classifying Work in the New Economy.” ***Academy of Management Review***, 38: 575-596. 3. McKee-Ryan, F., & Harvey, J. 2011. “I have a job, but . . .”: A review of underemployment.” ***Journal of Management***, 37:, 962-996. 4. Kaufman, B. E. 2010. “The Theoretical Foundation of Industrial Relations and Its Implications for Labor Economics and Human Resource Management***.” Industrial & Labor Relations Review***, 64: 74-108. 5. Rousseau, D. M. 2011. “The Individual–Organization Relationship: The Psychological Contract.” ***APA handbook of industrial and organizational psychology***, vol 3: Maintaining, expanding, and contracting the organization. (pp. 191-220) American Psychological Association, Washington, DC. 6. Simon, H. A. 1951. A Formal Theory of the Employment Relationship. *Econometrica: Journal of the Econometric Society*, 293-305. |

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| **WEEK 4: FOCAL DEPENDENT VARIABLE IN HR RESEARCH: PERFORMANCE AT THE INDIVIDUAL, GROUP, AND ORGANIZATIONAL LEVELS** |
| Monday, September 24 |
| 1. Sackett, P. R., Zedeck, S., & Fogli, L. 1988. “Relations between Measures of Typical and Maximum Job Performance.” ***Journal of Applied Psychology***, 73: 482. 2. Mathieu, J. E., Tannenbaum, S. I., Donsbach, J. S., & Alliger, G. M. 2014. “A Review and Integration of Team Composition Models Moving Toward a Dynamic and Temporal Framework.” ***Journal of Management***, 40: 130-160. 3. Huselid, M. A., Jackson, S. E., & Schuler, R. S. 1997. “Technical and Strategic Human Resource Management Effectiveness as Determinants of Firm Performance.” ***Academy of Management Journal***, 40: 171-188. 4. Dalal, R. S., Bhave, D. P., & Fiset, J. 2014. “Within-Person Variability in Job Performance: A Theoretical Review and Research Agenda.” ***Journal of Management***, 40: 1396-1436. |

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| **WEEK 5: RECRUITMENT, SELECTION, & STAFFING** |
| Monday, October 1 |
| 1. Levashina, J., Hartwell, C. J., Morgeson, F. P., & Campion, M. A. 2014. “The Structured Employment Interview: Narrative and Quantitative Review of the Research Literature.” ***Personnel Psychology***, 67: 241-293 2. Breaugh, J. 2013. “Employee Recruitment.” ***Annual Review of Psychology***, 64: 389-416. 3. Ryan, A. M. 2014. “A Century of Selection.” ***Annual Review of Psychology***, 65: 693-717. 4. Lounsbury, M. 2001. “Institutional Sources of Practice Variation: Staffing College and University Recycling Programs.” ***Administrative Science Quarterly***, 46: 29-56. 5. Fan, J., Buckley, M.R., & Litchfield, R. 2012. “Orientation Programs that May Facilitate Newcomer Adjustment: A Literature Review and Future Research Agenda.” In Martocchio, J., Joshi, A., & Liao, H. (Eds.) ***Research in Personnel and Human Resource Management***, 31: 87 – 143. |

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| **WEEK 6: TRAINING, DEVELOPMENT & TALENT MANAGEMENT** |
| Monday, October 8 |
| 1. Dragoni, L, Tesluk, P., Russell, J., & In-Sue, O. 2009. “Understanding Managerial Development: Integrating Developmental Assignments, Learning Orientation, and Access to Developmental Opportunities in Predicting Managerial Competencies.” ***Academy of Management Journal***, 52: 731-743. 2. Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. 2010. “Transfer of Training: A Meta-Analytic Review.” ***Journal of Management***, 36: 1065-1105. 3. Firth, B., Hollenbeck, J., Miles, J., Ilgen, D., & Barnes, C. in press. “Same Page, Different Books: Extending Representational Gaps Theory to Enhance Performance in Multiteam Systems.” ***Academy of Management Journal***. 58: 813-835*.* 4. 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,*** 79: 311-328. 5. Collings, D., & K. Mellahi. 2009. “Strategic Talent Management: A Review and Research Agenda.” ***Human Resource Management Review***, 19: 304-313 |
| **WEEK 7: PERFORMANCE MANAGEMENT** |
| Monday, October 15 |
| 1. Kauhanen, A., & Napari, S. 2012. “Performance Measurement and Incentive plans.” ***Industrial Relations***, 51: 645. 2. Arvey, R. & Murphy, K. 1998. “Performance Evaluation in Work Settings.” ***Annual Review of Psychology***, 49: 141-168. 3. Judge, T., & Ferris, G. 1993. “Social Context of Performance Evaluation Decisions.” ***Academy of Management Journal***, 36: 80-105. 4. Baker, George P., Michael Gibbs, & Bengt Holmstrom. 1994. “The Wage Policy of a Firm.” ***Quarterly Journal of Economics*** 109: 921-55. 5. DeNisi, Angelo S. 2000. “Performance Appraisal and Performance Management.” ***Multilevel Theory, Research, and Methods in Organizations: Foundations, Extensions and New Directions***. San Francisco, CA: Jossey-Bass: 121-156. |

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| **WEEK 8: COMPENSATION AND INCENTIVES** |
| Monday, October 22 |
| 1. Baker, G., M. Jensen & K. Murphy. 1988. “Compensation and Incentives: Practice vs. Theory.” ***Journal of Finance****,* 43: 593-616. 2. Gerhart, B., & G. Milkovich, 1990. “Organizational Differences in Managerial Compensation and Financial Performance.” ***Academy of Management Journal***, 33(4): 663-691. 3. Kerr, J. 1995. “An Academy Classic: On the Folly of Rewarding A, While Hoping for B.” ***Academy of Management Executive***, 9: 7-16. 4. Barnes, C. M., Reb, J., & Ang, D. 2012. “More Than Just The Mean: Moving To a Dynamic View of Performance-Based Compensation.” ***Journal of Applied Psychology***, 97: 711-718 5. Frydman, C. & Jenter, D. 2010. “CEO Compensation.” ***Annual Review of Financial Economics***, 2: 75-102. 6. Dierdorff, E. C., & Surface, E. A. 2008. “If You Pay for Skills, Will They Learn? Skill Change and Maintenance Under a Skill-Based Pay System. ***Journal of Management***, 34: 721-743. |

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| **WEEK 9: JOB AND WAGE STRUCTURES IN ORGANIZATIONS** |
| Monday, October 29 |
| 1. Trevor, C., Reilly, G., & Gerhart, B. 2012. “Reconsidering Pay Dispersion’s Effect on the Performance of Interdependent Work: Reconciling Sorting and Pay Inequality.” ***Academy of Management Journal***, 55: 585-610. 2. Shaw, J. 2014. “Pay Dispersion.” ***Annual Review of Psychology and Organizational Behavior***, 1: 521-544. 3. Martin, J. E., & Peterson, M. M. 1987. “Two-Tier Wage Structures: Implications for Equity Theory”. ***Academy of Management Journal***, 30: 297-315. 4. Weber, C. L., & Rynes, S. L. 1991. “Effects of Compensation Strategy on Job Pay Decision.” ***Academy of Management Journal***, 34: 86-109. 5. Abosch, K. S. 1995. “The Promise of Broadbanding.” ***Compensation & Benefits Review***, 27: 54-58. |

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| **WEEK 10: PROMOTIONS AND JOB MOBILITY** |
| Monday, November 5 |
| 1. Baron, J. A. Davis-Blake, and W. Bielby. 1986. “The Structure of Opportunity: How Promotion Ladders Vary within and among Organizations.” ***Administrative Science Quarterly,*** 31: 248-273. 2. Malos, S. B., & Campion, M. A. 1995. “An Options-Based Model of Career Mobility in Professional Service Firms.” ***Academy of Management Review***, 20: 611-644. 3. Panos, G. A., Pouliakas, K., & Zangelidis, A. 2014. “Multiple Job Holding, Skill Diversification, and Mobility.” ***Industrial Relations***, 53: 223. 4. Podolny, J., & J. Baron. 1997. “Resources and Relationships: Social Networks and “Mobility in the Workplace.” ***American Sociological Review****,* 62: 673-93. |

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| **WEEK 11: CAREERS AND MENTORING** |
| Monday, November 12 |
| 1. Ghosh, R. 2014. “Antecedents of Mentoring Support: A Meta-Analysis of Individual, Relational, and Structural or Organizational Factors.” ***Journal of Vocational Behavior***, 84: 367. 2. Lyle, D. S., & Smith, J. Z. 2014. “The Effect of High-Performing Mentors on Junior Officer Promotion in the US Army.” ***Journal of Labor Economics***, 32: 229. 3. Seibert, S., Kraimer, M, & Liden, R.. 2001. “A Social Capital Theory of Career Success.” ***Academy of Management Journal***, 44: 219-237. 4. Haggard, D. L., Dougherty, T. W., Turban, D. B., & Wilbanks, J. E. 2011. “Who Is a Mentor? A Review of Evolving Definitions and Implications for Research.” ***Journal of Management***, 37: 280-304. 5. Leslie, L., Manchester, C., Park, TY, & Mehng, A. 2012. “Flexible Work Practices: A Source of Career Premiums or Penalties?” ***Academy of Management Journal***, 55: 1407-1428. |

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| **WEEK 12: WORK, FAMILY AND HEALTH** |
| Monday, November 19 |
| 1. Greenhaus, J. H., & Beutell, N. J. 1985. Sources of conflict between work and family roles. ***Academy of Management Review,*** 10, 76-88. 2. Parasuraman, S., & Greehaus, J. H. 2002. Toward reducing some critical gaps in work-family research. ***Human Resource Management Review,*** 12, 299-312. 3. Edwards, J. R., & Rothbard, N. P. 2000. Mechanisms linking work and family: Clarifying the relationship between work and family constructs. ***Academy of Management Review*,** 25, 178-199. 4. Allen, T. D. et al. 2000. Consequences associated with work-to-family conflict: a review and agenda for future research. ***Journal of Occupational Health Psychology,*** 5, 278-308. 5. Ganster, D. C., & Rosen, C. C. (2013). Work stress and employee health: A multidisciplinary review. ***Journal of Management***, 39, 1085-1122. |

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| **WEEK 13: STUDENT’S CHOICE AND COURSE RETROSPECTIVE** |
| Monday, December 3 |
| ***EACH STUDENT WILL BRING AN ARTICLE OF THEIR CHOICE (NO ARTICLES LISTED ON THIS SYLLABUS, PLEASE) TO DISCUSS IN CLASS.*** |

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| **WEEK 14: CLASS PRESENTATION AND DISCUSSION OF STUDENT RESEARCH PAPERS** |
| Monday, December 10 |
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