Instructor(s): Myrtle P. Bell

Office Number: College of Business Room 214

Office Telephone Number: 817 272 3857

Email Address: mpbell@uta.edu

Each student also has a UTA e-mail account. Critical messages will be sent via students’ UTA account so check it on bad weather days, periodically, or when instructed to do so. The UTA account is the only way I am able to communicate with students about grades.

Faculty Profile: https://www.uta.edu/profiles/myrtle-bell

Office Hours: By appointment.

Section Information: MANA 6348 001

Time and Place of Class Meetings: Mondays, 7 to 9:50 p.m.

Description of Course Content: Advanced study in employee selection, performance appraisal, compensation, training and development, human resource policy and strategy, and other areas of human resource management.

This seminar provides students with the materials and learning environment to understand several areas of academic research as it pertains to the field of human resource management (HRM). It will help students have a foundation of knowledge about HRM that they can build on through future research and study. This seminar will explore areas including: strategic human resource management, diversity and social issues, staffing, compensation, performance management, people development and training, and dysfunctional behaviors at work using research from HR, OB, psychology, and sociology literatures.

Student Learning Outcomes:

Students will:

1. be able to identify and explain the standard human resources areas and discuss recent theoretical and empirical research related to them, how they relate to each other, and how they relate to organizational functioning.
2. be able explain the legal and social issues related to human resources that affect today’s workers and organizations.
3. be able to express the importance of diversity and equal employment opportunity to human resources activities and to discuss research in this area.
4. prepare and submit a human resources-related paper for a national or regional management conference (e.g., Academy of Management—submission early January, 2018; or Southern Management Association—submission March or April, 2018).

Required Textbooks and Other Course Materials: Some readings are listed on the following pages. Others will be added via Blackboard throughout the semester.
**Readings:** Readings are listed on following pages. For those students who have not had exposure in a few years (or at all) to the basic material in HRM, I highly recommend obtaining an undergraduate HR textbook (an old one is fine) to help you learn or relearn some of the basic concepts in the study of human resources at work. As a doctoral student, you will see these concepts through entirely different lenses.

**Attendance:** At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance at each class period. *As this is a doctoral seminar, consistent attendance is imperative to your success.*

Absence, excessive tardiness, leaving class or returning late from breaks, being inattentive (e.g., web surfing, texting, having private conversations) or disruptive is completely inappropriate for doctoral students. Please do not do it.

Following is the schedule for point reductions for excessive events.

<table>
<thead>
<tr>
<th>0 to 1 absences</th>
<th>0 points</th>
<th>3 absences</th>
<th>30 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 absences</td>
<td>20 points</td>
<td>4 or more events</td>
<td>Proportionate deductions</td>
</tr>
</tbody>
</table>

Grades will be proportionately reduced for students who fail to arrive in class on time, leave prior to the end of class, or are tardy in returning to class after breaks. Prioritize your class attendance and participation and your learning and performance will show this.

A tentative schedule is provided on the following pages. Dates of readings may shift as necessary to cover sufficient material, but, of course, we will not be able to cover every article on the syllabus or added via Blackboard in class. Students are responsible to read and understand key findings of each article. The reading list has changed from the list from previous courses, with some additions and some deletions. Be sure to confirm that you are reviewing required articles and not reviewing those no longer on the list.

**Instructional Methods:** The seminar will primarily be a discussion of the materials and the important issues highlighted by the readings. The purpose is to familiarize students with major issues and research in the field of human resources management, and to apply this knowledge to the theoretical and practical problems in human resources management. If you’ve not had a seminar before, you should know that for the most part, students are responsible for summarizing various articles and leading discussions about these articles during class. *Each student should read each article for each session.* Print them out. Write in the margins. Underline, circle, and mark them. Although you are not required to do a synthesis for every article every week, it is to your advantage to do so. A seminar is a time to learn, share ideas, and learn to critically think about the material. This will help you as you grow as a scholar. Even if not facilitating, students must be engaged in the conversations.

**Descriptions of major assignments and examinations:** Two students will facilitate the class discussion each week, beginning with 9/18. *Facilitation schedule will be posted on Blackboard.*

**New Articles:** For each section students must find 1 (if not facilitating) to 2 (if facilitating) per week related to the week’s course content. You may do this by perusing journal issues online (this is actually fun and interesting) and going to google scholar and looking at the citations of one of the articles in the list. Search enough to find a something of interest to you, perhaps something that you can build on as you write the paper you will write. Select your article from journals such as *Human Resource Management* (US),
Facilitators:

For the week you are facilitating, you are to find 2 articles published since 2010 in management, sociology, or psychology focused journals, such as those currently on the reading list. Read and synthesize 6 of the already listed articles along with the 2 new articles you have chosen. You will have 8 articles in total to synthesize and discuss and use them to lead the class discussion on the topic. Do a thorough

Facilitators will prepare a 3 to 5 page handout for the rest of the class briefly summarizing the content of the articles for that week, grouping them into some structure or taxonomy (perhaps common themes; overt differences; contradictions, etc.) to facilitate in class discussion of the readings. Each facilitator should bring a copy of this handout to class for the professor. Do not make 12 handouts. If there is a model you wish to share, you may make handouts of that.

Note: *Facilitators’ handouts must be emailed to professor by midnight on Saturday nights before class on Monday. Earned grades for late handouts will be reduced accordingly (50% after due date; 75% after noon next day; later receipt will result in appropriate deductions.).

Non-Facilitators:

When not a facilitator, each student must find one new article on this topic published since 2010 in the area to synthesize and be prepared to discuss. Search enough to find something interesting. Along with that one article, each student will prepare a synthesis (see next section) of their choice of at least six of the listed articles for that week’s class to be emailed to me by midnight on Saturday nights before class on Monday. Put this in a single document. Students should be prepared to discuss the articles they chose.

Note: If the articles are repeated from a previous week on the syllabus, they should not be used again in a synthesis. Each student should be well-prepared to contribute to the class discussion each week, based on the articles they have chosen.

Syntheses

Paper syntheses are to be 1-2 pages (no more), single-spaced, typewritten, and polished (error-free) analyses for each paper. Where applicable, the analysis should include and be numbered as follows:

1. A short summary of the reading. What is the purpose of the article? What questions are the authors trying to address? Be brief. Don’t just restate the abstract. However, research questions should be included. In addition, if there is a key construct (e.g., aversive racism; glass escalator; realistic job preview, etc.) in the article, make sure you describe or explain what it is, as though it were a vocabulary word.
2. What assumptions does the author make, and are they valid? Why or why not?
3. How do the authors investigate the research questions? What are errors or limitations of the Article? (Literature reviewed, methods, analyses, generalizability, etc.) Is anything obviously missing?
4. Results or conclusions. What did the authors find or propose? Or, what is an important take-away from the reading? Are the conclusions drawn or recommendations made justified by the research or ideas presented in the paper?

5. How is this article relevant to at least one other reading explored in the course (in this section or others)? The more articles to which you find linkages, the better for your understanding and retention of the material.

6. What are the practical implications of the article? That is, what does what this article talks about mean for human resources in real organizations? If there are no overt HR implications, what relationships can you come up with from the article?

7. What suggestions are there for improvement of this article? These suggestions may be based on research methodology, research reviewed, lack of practical implications, writing style or a variety of other factors. How would you improve on this work? Your suggestions for improvement should be something that the authors, or others, in future research, could or should try to do.

8. The “WOW” Factor. What is the most interesting or surprising point from this reading? What is one point to take away from it? As you develop your own work, always try to include a “wow” factor.

NOTE: When articles are repeated in a following week, you should read them again, and they may be used for #5 above, but do not choose them for your syntheses.

Well done syntheses and facilitation handouts will help students in preparation for the final exam and comprehensive exam. Keep them throughout the semester and for use in studying for the comprehensive exam.

Note: *Handouts must be emailed to professor by 5 p.m. on Monday evenings before class on Wednesday. Earned grades for late handouts will be reduced accordingly (20% after 5 p.m CST Monday; 50% after midnight; later receipt will result in appropriate deductions. The first syntheses are due on 9/7 (5 p.m. CST). Save your syntheses into one file, with your name, topic, and date before emailing. For example BELL091117 for week one. Keep a copy of these to print and turn the whole portfolio in on 11/20.

Grading: Grades will be based on seminar leadership, attendance and class participation, paper syntheses, an examination, a major paper and presentation. A standard grade of A, B, C, D, F will be earned using the following formula:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Seminar leadership</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
</tr>
<tr>
<td>Paper syntheses</td>
<td>50</td>
</tr>
<tr>
<td>Final Examination:</td>
<td>100</td>
</tr>
<tr>
<td>Major Paper and Presentation:</td>
<td>100</td>
</tr>
</tbody>
</table>

Points will be deducted from materials that are late. As an academic, there will be submission deadlines by which your research and articles must be submitted or returned. Learn to meet these deadlines now.

Final Exam

The exam will consist of 4-6 essay-type questions that require the application of the learning from the discussion and the readings to particular HRM problems. They will follow the comprehensive exam format and will require you to demonstrate understanding of the concepts, knowledge of the literature, ability to critique and apply it.
A: 90% or more  
B: 80 to 89.9%  
C: 70% to 79.9%  
D: 60% to 69.9%  
F: <60%

**Major Paper**

The **major paper** should be a conceptual paper comprised of the student’s ideas about a particular human resources topic of interest to the student. Try to find something that really makes you think and really seems interesting to you, because it’ll need to be interesting, and you’ll need to be passionate about it in order to do good work with it. It’s a short semester so you must start this immediately, if you haven’t already. The paper should resemble in style, format, and quality an article appearing in the *Academy of Management Review*, *Human Resource Management Review*, *Journal of Managerial Psychology*, or other journals publishing conceptual papers. You may have propositions or not. Your paper may be an essay with arguments (I will provide an example; see also examples in journals that publish essays), but it must have a clear literature review, theoretical grounding, and point.

Papers should be at least 15 and not more than 20 pages in length (not including references), double-spaced, 12 point font, with 1 inch margins. Use *Academy of Management* format for headings, citations, referencing, etc. (see AOM website for this). Make sure your papers are error free. Spell-check them, of course, but also read and re-read them carefully, because spell-check will make errors for you. **These papers should be well-written and free of word usage, punctuation, formatting, and other errors. Please be very careful with this.**

Students are strongly encouraged to submit their papers to the Academy of Management annual conference (deadline early January) or other national conference (Southern Management Association) afterwards.

In deciding upon a topic, consider what is of interest to you, what may be an unexplored topic, where your work might make a difference, and what is the “wow” factor of your ideas? Try to write something people will want to read and will find interesting. Your unique idea may come from your unique experiences in life, at work, in school, etc. It may be something quite obvious, once you’ve written it, but no one has yet thought about it. What is it?

The purpose of this paper is to help students become familiar with writing a doctoral level paper for presentation and, ultimately, publication. Therefore, students should view it as a developmental opportunity, and as something that is helpful toward achievement of something important in one’s career as an academic. Don’t fear it. Try to embrace it. In addition, students may not turn in the same paper or substantially similar content for different classes. It is very important that doctoral students learn to formulate ideas and write well during their program. This means working hard until you do can it.

**Literature**

Students may use as references any of the articles assigned for the seminar in their paper, along with other relevant articles to develop ideas and arguments. Reading journals outside the management field, including psychology, sociology, economics, education, among others, is very helpful in broadening your horizons and thought-processes. This may also introduce you to concepts that are related to but that have not yet been introduced to management literature, which is very helpful in getting published. Be sure to do a good job in the literature review, making sure the questions or ideas have not already been asked or answered in the
manner in which you are asking or answering them. This is a critical part of having papers accepted—what is “new” or “different” about what you are saying? Why is it important to the field?

**Paper Deadlines:**

Brief abstract and ideas to professor due 10/14 in hard copy. This may require your reading ahead to the topics that most interest you. Professor feedback to students due 10/21.

**Additional info on paper:**

As you are finalizing your papers, be sure to look at the syllabus for instructions. You should use Academy of Management formatting (look at the AOM formatting style guide online or in the back of a hardcopy of a journal). This means certain things, including tables and charts at the end of the manuscript (not in the body), and other things.

You should also be very careful about the writing style, making sure there is subject/verb agreement, proper capitalization, etc., etc., etc.. Make sure there are no missing words in sentences; it may help to read your paper out loud after you think it's finished. It's amazing how many words are just missing that your mind will think are there/see as there.

Make sure you don't have extremely long sentences, even though many articles are written that way in the field. Your ideas should be straightforward and easy to understand. Clear. Simple is better, for now, for sure.

You should have the intro, and say why the idea is important, then say what you will do. "In this paper I will do thus and so. I begin by describing thus and so. Then, I do so and so. I conclude with suggestions for research and practice." After you have said what you are going to do, do it, and go back and make sure you have done so. As you are writing, sometimes you realize what you said you were going to do doesn't look right, and then you need to revise what you said you were going to do. Some people find that making an outline, with I, II, III, a, b,c, etc., is helpful. I typically don’t, but some of my collaborators swear by outlines.

Your limitations should not say anything about it being conceptual, as this is not a limitation. Conceptual papers are legitimate scholarship. The propositions should be in the body of the paper, in the proper area as you build up to them. P1, P2, etc. Also, they are not hypotheses.

If you have new terms or terms that don't have a clearly understood and agreed upon meaning, define them. Also, use citations liberally. It's better to cite too much than too little. When you cite a direct quote, include a page #, as per the AOM style guide. A page number helps the reader, who may be interested in seeing what you've quoted, find it easily.

Avoid sexist language (as per AOM, APA, and other style guides). When speaking of a "manager" you just have to say "he or she" even if it's cumbersome. See the style guide.

Make sure you don't have any errors and misspellings in your paper. This should be doctoral level work and you have to work to ensure that it at least doesn't have simple errors.

The Writing Center at the library can help you with paper clarity. Please make sure you take high quality work to them for help.

**Power Point presentations**

Each student will prepare a PowerPoint presentation of their paper for the rest of the class. *At a minimum,* this presentation should have an introductory page, with the student's name, affiliation, and title of the paper,
and be followed with an agenda, the body of the presentation (explaining the details of the paper, hypotheses or propositions [if applicable], model [if applicable], assumptions, etc.), limitations (if applicable), suggestions for future research, and a conclusion. Each presentation should be 15 to 20 minutes (as is an Academy of Management presentation) and will allow 15 to 30 minutes for questions and discussion. Practice your presentation in advance. Time it so you do not run over.

Presentations will be on 11/20, 11/27, and 12/4. Regardless of your presentation date, email your paper and Powerpoint by midnight Saturday, 11/25 and on Monday, bring a hard copy of both the PowerPoint and paper to class to turn in.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Be very careful to properly cite work in your major paper.

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671.
Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

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Note: It is inappropriate to use the same paper in multiple classes. Do not do it.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.
Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

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Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is down the stairs immediately to the left of the classroom. There are stairs on the east and west ends of the buildings as well. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Librarians to Contact: For research assistance, see Ruthie Brock (brock@uta.edu, 817-272-7152) or Carol Byrne (cbyrne@uta.edu, 817-272-7437).
TENTATIVE SCHEDULE

This is tentative schedule may be adjusted as necessary. Students will be notified of any changes. Be prepared to discuss each week's classes, which means reading them the week before they appear on the schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topics</th>
<th>Deliverables (all due by midnight Saturdays before class Monday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>1</td>
<td>Getting Started. Why are we here? What shall we learn? How shall we learn? What do you believe about learning?</td>
<td>Start strong.</td>
</tr>
<tr>
<td>9/4</td>
<td>2</td>
<td>Seize this day to work! Read the Getting Started and the Introductory Articles, Read Ahead. Start thinking about your paper topic. Select articles for the weeks you are facilitating.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Email professor the PDFs of the two articles of your choice for the weeks you are facilitating by 9/9.</td>
</tr>
<tr>
<td>9/18</td>
<td>4</td>
<td>Strategic HRM</td>
<td>Syntheses and Facilitation, if applicable.</td>
</tr>
<tr>
<td>9/25</td>
<td>5</td>
<td>Diversity and Equal Opportunity I</td>
<td>Syntheses and Facilitation, if applicable.</td>
</tr>
<tr>
<td>10/2</td>
<td>6</td>
<td>Diversity and Equal Opportunity II</td>
<td>Syntheses and Facilitation, if applicable.</td>
</tr>
<tr>
<td>10/9</td>
<td>7</td>
<td>Staffing, Turnover, Retention I</td>
<td>1. Syntheses and Facilitation, if applicable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Abstract of paper.</td>
</tr>
<tr>
<td>10/16</td>
<td>8</td>
<td>Staffing, Turnover, &amp; Retention II</td>
<td>Syntheses and Facilitation, if applicable.</td>
</tr>
<tr>
<td>10/23</td>
<td>9</td>
<td>Compensation</td>
<td>Syntheses and Facilitation, if applicable.</td>
</tr>
<tr>
<td>10/30</td>
<td>10</td>
<td>Performance Management</td>
<td>Syntheses and Facilitation, if applicable.</td>
</tr>
<tr>
<td>11/6</td>
<td>11</td>
<td>Dysfunctional People Behaviors</td>
<td>Syntheses and Facilitation, if applicable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Compiled set of syntheses due to professor. Print out, double-sided, and turn in on Monday, 11/13. Do not change them from what was emailed during the semester.</td>
</tr>
<tr>
<td>11/20</td>
<td>13</td>
<td>Catch up and <strong>Paper Presentations</strong></td>
<td>All Papers and Presentation PowerPoints due (Saturday by midnight via email; hardcopies due on Monday). Presentation schedule will be provided later.</td>
</tr>
<tr>
<td>11/27</td>
<td>14</td>
<td><strong>Paper Presentations</strong></td>
<td></td>
</tr>
<tr>
<td>12/4</td>
<td>15</td>
<td><strong>Paper Presentations</strong> and Review</td>
<td></td>
</tr>
</tbody>
</table>
Seminar Reading List

Nearly all of these articles are or will be available on Blackboard or CD. Please let me know if you determine any are not there.

In addition, the articles selected by students will be added to the week’s folder; at least one of those articles must be included in the other students’ syntheses. Read all of the articles, but you are only required to do and submit 6 syntheses per week. Choose articles that peak your interest.

Other articles may be added to or deleted from the reading list; students will be notified.

If you have not had any of the doctoral level statistical classes (and even if you have), you may have difficulty with some of the methods used in the empirical articles. Do not worry about this at this time. You can understand the article findings without understanding the methodological details.

GETTING STARTED (8/28, Weeks 1, 2)

The following articles will be used for discussion about ideas and idea generation, and taking a paper from idea to publication.


INTRODUCTORY ARTICLES 9/11 (Weeks 2 and 3)

The following articles are to help stimulate thinking about the kind of research we do in management, management education, and journal rankings. Why do we study what we study and see things through certain lenses? Why is what we do, think, teach, and study so important for our students, for ourselves, for the field, and for the world?


Include at least one of these for synthesis:


STRATEGIC HUMAN RESOURCE MANAGEMENT (9/18)


Fulmer, I, Gerhart, B. & Scott, K. (2003). Are the 100 best better? An empirical investigation of the relationship between being a “great place to work” and firm performance. Personnel Psychology. 56: 965-


**DIVERSITY and EQUAL OPPORTUNITY I (9/25)**

*Note the variety of HR topics included in the diversity and eo sections. Note the diversity and eo content included in all of the other sections. Diversity and HR cross all organizations and all aspects of organizational functioning.*


**DIVERSITY and EQUAL OPPORTUNITY II (10/2)**


**Week 7 STAFFING, TURNOVER, & RETENTION I (10/9)**


**STAFFING, TURNOVER, & RETENTION II (10/16)**


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**COMPENSATION I (10/23)**

Kerr, S. (1975). On the folly of rewarding A, while hoping for B. *Academy of Management Journal, 18:* 769-783. *Note: this is a classic, often quoted article in the field.*


*Dept of Labor link: [https://blog.dol.gov/2016/08/04/massachusetts-leading-the-way-on-equal-pay/](https://blog.dol.gov/2016/08/04/massachusetts-leading-the-way-on-equal-pay/)*

*Note: Read this and prepare discussion questions.*

**Discussion questions:**
1. Why do employers seek to prevent employees from discussing their pay?
2. What can we do in our teaching of women to help them be paid fairly and of managers to help them pay employees fairly?
3. What programs should HR implement to help avoid gender bias in compensation?


PERFORMANCE MANAGEMENT (10/30)


DYSFUNCTIONAL PEOPLE BEHAVIORS (11/6)


**EDUCATION, TRAINING & DEVELOPMENT, AND CAREERS (11/13)**

*Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual review of psychology, 60,* 451-474. NOTE: This must be included in your syntheses for this week.*


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