Professor: David G. Allen, Ph.D., SPHR  
Office: BA229  
Phone: Office: 678-4729  
E-mail: dallen@memphis.edu  
Web: http://www.fcbe.memphis.edu  
Section (001): Thursday 9:00-12:00; FCB361  
Office Hours: Thursday 12:00-1:00, and by appointment  
Course Materials: eCourseware

Course Overview and Objectives

In this seminar, we will study theory and research pertaining to the management of human resources in organizations. Topics will include theory building and the research process in HR, strategic HR, measurement and validity, staffing, recruitment, selection, socialization, turnover, performance appraisal, compensation, and training and development. For each topic, a set of readings, both classic and recent, will be assigned. Please note that neither the topics nor the readings covered should be considered to be exhaustive. We simply cannot cover everything in the time allotted. The purpose is to provide a solid foundation in the important issues related to each topic and the field as a whole. The overall goal of the course is to prepare each of you to scientifically pursue answers to important questions in the field of HR.

Objectives:

- to review classic and current literature in the field of HR
- to identify gaps, unresolved issues, and emerging trends in the research, theory, and practice of HR
- to clearly communicate scientific ideas and questions with colleagues, in both verbal and written form
- to write a research proposal on an interesting and important question in HR

Readings

A list of required readings will be provided for each topic. These readings should be thoroughly read and considered prior to the class period in which they will be addressed, and each student should be prepared to discuss them in class. It is suggested that you prepare a summary of the important points gleaned from each reading.

Academic Honesty

Students are expected to recognize and uphold standards of intellectual and academic integrity as set forth in the General Catalog, Faculty Handbook, and Undergraduate Co-Curricular Affairs Handbook. Students should refrain from any and all forms of dishonorable or unethical conduct related to their academic work, including but not limited to: plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions.
Requirements

Grades will be determined by the instructor: 25% will be determined by participation; 25% by performance on an exam; 25% by a research presentation; and 25% by a written research paper.

Participation

Class Participation: This is a seminar: every student is expected to contribute to the class discussion every week, in terms of asking/answering questions, offering opinions on the strengths/weaknesses of different readings, etc. I realize that individuals differ in terms of their natural tendencies to be expressive in these kinds of situations; however, it is vital in our profession to be able to critically exchange ideas and information with colleagues. Thus, it is the responsibility of those who tend to be less expressive to push themselves to participate, and the responsibility of those who tend to be more expressive to actively include others in the discussion.

*Important Note: You can’t participate if you’re not here!*

Class Facilitator: Each student will be required to lead class discussion several times during the semester. Facilitators should be prepared to share the most important theories, hypotheses, methods, results, and implications of the assigned readings, and to facilitate class discussion on issues such as strengths and weaknesses of the research, unresolved issues, and directions for future research.

On-line Discussion: Each week during the semester, I will post at least one topic/question/issue for asynchronous electronic discussion on eCourseware. Each student is expected to provide their thoughtful input on the topic at least one time each week. You are of course welcome to provide as much input as you like, and to post your own questions/topics for discussion.

Exam

A written exam will be given near the end of the semester consisting of questions similar to those found on comprehensive exams. The exam is intended to assess knowledge and understanding of the body of literature in specific areas of human resources, and the ability to integrate, compare and contrast, and constructively critique. The exams should also provide a preview of what to expect on your Comprehensive Exams. The Exam will be April 8.

Research Proposal and Presentation

Each student will write a research proposal of approximately 10-15 pages in length on a topic of their choosing (but approved by the instructor) related to the course. The proposal should include a title page, abstract, introduction that “hooks” the reader, a review of the relevant literature building toward a rationale for a conceptual model and/or propositions/hypotheses, and a proposed conceptual model and/or propositions/hypotheses. I encourage you to use articles from the top journals in our field (like some of the ones we will read for class) as models for your proposals. I also encourage you to discuss your proposals with me throughout the semester. You are expected to use either Academy of Management or APA format for style, citations, tables and figures, references, etc. Additionally, each student must give a 10-15 minute oral presentation of his or her research proposal to the class. The purpose of this oral presentation is for students to receive feedback from me and from other students and to practice for presentations you will make at professional meetings and job interviews. The Research Presentations will take place on April 22; the Research Proposals are due on or before April 29.
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NOTE THAT THIS COURSE SYLLABUS PROVIDES A GENERAL PLAN FOR THE COURSE. DEVIATIONS MAY BE NECESSARY.
Research and Theory in HR

Dunnette, M.D. 1990. Blending the science and practice of industrial and organizational psychology: Where are we and where are we going? In M.D. Dunnette & L.M. Hough (Eds.). Handbook of Industrial and Organizational Psychology (2nd ed.), 1, 1-27.


Strategic HRM


Recruitment


**Turnover and Retention**


**Turnover and Retention**


**Measurement and Validity**


**Staffing**


Designing Work and Socializing New Employees


MacDuffie, J.P. 2007. HRM and distributed work. *Academy of Management Annals, 1*, 549-615.


Training and Development


Compensation and Rewards


Gerhart, Barry, Rynes, Sara L. and Fulmer, Ingrid Smithey(2009)'6 Pay and Performance: Individuals, Groups, and Executives',The Academy of Management Annals,3:1,251 — 315