

OSCI 8620
Micro Organizational Science II
Course Syllabus, FALL 2016
Thursday 2:00 – 4:45

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Office Hours: By appointment (call or email and set up a time).



Catalogue Description

Micro Organizational Science II (3) Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines research, theory and application regarding post-entry personnel issues such as training, performance management, performance appraisal, compensation, and employee socialization. (Yearly)

Course Overview and Objectives

This course is a doctoral seminar that is generally organized around the notion of post organizational entry personnel issues. It is designed to be part of the Organization Science Ph.D. program.

Post-entry personnel issues span a variety of research areas that do not lend themselves well to characterization as ‘micro versus macro’ or ‘I versus O’. Topics to be covered in this course include: organizational socialization; individual and organizational performance; individual performance assessment and management; compensation; training and development; coaching and mentoring; teams and diversity; and the impact of human resource practices and systems on individual and organizational performance.

The orientation of the course is primarily theoretical and conceptual. Thus, it will primarily focus on the academic research literature as it pertains to the topics we study. But we will be very concerned with how the various topic areas are studied – how issues are defined, both conceptually and operationally. The course is not designed to be a seminar on research methodology, but methodological and analytical issues are a necessary part of a doctoral seminar. So we will focus to some extent on analytic issues. However, please remember that this is not a research methods course, or a course focused on “how to” conduct analyses.

Course Requirements and Grading

Each student's performance will be evaluated using the following criteria:

- 40% Classroom Presence/Participation
- 30% Article Summary/Group Discussion Leader
- 30 % Final Project/Presentation

Classroom Presence/Participation

Active quality participation in each class is a key component of the learning experience. Everyone is expected to be prepared for each class, and to contribute to our learning at each class.

The class should be seen as a cooperative (not competitive) venture where each person makes an important, high quality contribution. We are going to evaluate ideas critically and rigorously, not people. We want an open class environment where the performance standards are high, but the interpersonal support system is also well developed. No one should ever feel that s/he can prosper only at the expense of others. Also, academia is in many ways a public undertaking. Doctoral students need to become comfortable with delivering their ideas cogently in a public forum where those ideas will be subject to scrutiny and debate.

'Classroom presence' consists of three components: a) contribution to class discussions, b) preparation of discussion questions, and c) article identification.

- a) All students are expected to read the assigned readings prior to class and actively participate in class discussion.
- b) Each student should write a concise position/reaction/discussion statement pertaining to the assigned readings each week. These statements should be delivered to the instructor prior to our class meeting. More on this in class.

Article Summary/Group Discussion Leader

Each week you will be assigned to summarize some of the articles and to be the group discussion leader for those articles. It is your job to provide a summary of the articles to your classmates. You need to follow the summary of article guidelines provided below. The summary should begin with the full citation of the article. It should be no longer than two pages, preferably one. This does not mean you do not have to read the other articles, but rather that this summary will serve as a reference for you and your classmates in the future.

Article Summaries:

- I. Overall questions

- a. What is the research question?
- b. Why is it important?
- c. How is it addressed?

II. Theory

- a. Is the theory logically consistent?
- b. What assumptions does the theory make about human nature? About organizations? How tenable are those assumptions?
- c. Is the theory compelling? Do you buy it?
- d. Is the paper well integrated into the literature? Which literature?
- e. Do the hypotheses/propositions follow from the theory or do they seem post hoc?
- f. What is the basic formulation of the theory (independent variables, dependent variables, and relationship between them)?

III. Research Design (for empirical papers)

- a. What is the design? (e.g., experimental, qualitative)
- b. How are the independent variables operationalized? Are they appropriate?
- c. How are the dependent variable operationalized? Are they appropriate?
- d. What is the sample? Is it appropriate?
- e. What are the other potentially influential variables? If and how are they controlled for?
- f. How well is the data analyzed? Is the data interpretation adequate?
- g. What are your overall conclusions about the design of the study?

IV. Results (for empirical papers)

- a. What were the results?
- b. Were they credible?

V. Conclusions

- a. What are the strengths and weaknesses of this work?
- b. At the time the study was published, did the results add to our knowledge of Organizational Behavior?
- c. What are the theoretical and practical implications of this work?
- d. What are the most important questions, tests, and hypotheses?

Final Project.

As a final project I would like you to select a topic (from those provided below) pertaining to post organizational entry personnel issues and that was not covered in class (Please clear your topic area with me).

Potential Presentation Topics

1. Diversity
2. Work Teams
3. Ethical Issues in HRM
4. Fairness/Legal Issues in HRM
5. Person-Organization Fit
6. Psychological and Organizational Climate
7. Micro, Macro, and Messo Perspectives
8. Personality in Organizations
9. Presenteeism
10. Sexual Harrasment
11. Stress and Burnout
12. Workplace aggression/violence
13. Cross cultural issues in HRM
14. Workplace deviance/counterproductive work behavior
15. Work life balance.

Once you've selected your topic, you will need to prepare the following deliverables:

- A brief reading list representing a potential set of weekly readings for a class meeting (i.e., 5 – 8 key/timely readings). This reading list should include annotations for each reading that provide an overview of the article and why you chose it for the reading list.
- A more comprehensive reference list corresponding to the topic (i.e., the relevant literature over the past 5 to 8 years as well as key seminal readings).
- A brief presentation on the topic. This should be a 10 to 12 minute presentation that summarizes/organizes the topic area. You will make your presentation to the class during our last class meeting.
- A topic outline corresponding to your presentation.

Notes:

Attendance is mandatory.

I know everyone in class is capable of earning an "A" in this class and will be sufficiently motivated to do so. However, it is possible to convince me otherwise.

A grade of "Incomplete" will not be assigned in this class. Please get your work done.

Any instance of academic dishonesty will result in the assignment of a grade of F for the course. Further formal action will also be taken through appropriate University channels. Academic dishonesty is roughly defined as any form of cheating, plagiarism, or other activity aimed at improperly altering your (or any other student's) grade. If you have any questions as to what I consider dishonest, ask, I'll be happy to discuss it with you. Expectations concerning academic honesty extend beyond the classroom to all activities associated with this course.

Recommended Reference Texts:

Texts are optional (but definitely worth adding to your library). I will be assigning several chapters from both books, but not all of the chapters.

Bennett, Jr., W.B., Lance, C.E., & Woehr, D.J. (2006) *Performance Measurement: Current Perspectives and Future Challenges*. Mahwah, NJ: Lawrence Erlbaum Associates. ISBN 0-8058-3696-9

Goldstein, I.L., & Ford, J. K. (2002). *Training in Organizations (4th edition)*. Belmont, CA: Wadsworth, Cengage Learning. ISBN 0-534-34554-9

Noe, R.A. (2013). *Employee Training and Development (6th ed.)* New York: McGraw-Hill/Irwin

Hunter, J.E., & Schmidt, F.L., (2004). *Methods of meta-analysis: Correcting error and bias in research findings (2nd ed.)* Thousand Oaks, CA: Sage.

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Topic Outline and Schedule

Date	Topic
August 25	Introduction: <i>Some interesting background readings</i>
Sept. 1	Strategic HRM, High Performance Work Practices and Systems, Human Capital, and Organizational Performance
8	Measurement Issues I: Construct and Scale Development (DJW to BAM –no class meeting)
15	Measurement Issues II: CFA and MEI
22	Performance Management
29	Compensation
Oct. 6	Absenteeism and Turnover
13	Training
20	Organizational Socialization
27	SMA (<i>Attend relevant session</i>)
Nov. 3	Performance Measurement and Multisource Feedback
10	Coaching, Mentoring, Leadership Development – <i>POD conference/reschedule</i>
17	Abusive Supervision/Toxic Leadership
24	<i>Thanksgiving – No Class Meeting</i>
Dec. 1	Student Presentations

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Required Readings

Introduction

- Barley, S. (2006). When I write my masterpiece: Thoughts on what makes a paper interesting. *Academy of Management Journal*, 49, 1, 16-20.
- Campion, M. (1993). Article review checklist: A criterion checklist for reviewing research articles in applied psychology. *Personnel Psychology*, 46, 705-718.
- Cascio, W.F., & Aguinis, H. (2008). Research in industrial and organizational psychology from 1963 to 2007: Changes, choices, and trends, *Journal of Applied Psychology*, 93, 1062-1081.
- Feldman, D.C. (2004). The devil is in the details: Converting good research into published articles. *Journal of Management*, 30, 1-6.
- Hambrick, D.C. (2007). The field of management's devotion to theory: Too much of a good thing? *Academy of Management Journal*, 50(6), 1346-1352.
- Molloy, J. C., Ployhart, R. E., & Wright, P. M. (2011). The myth of "the" micro-macro divide. *Journal of Management*, 37, 581-609.
- McGrath, R.G. (2007). No longer a stepchild: How the management field can come into its own. *Academy of Management Journal*, 50(6), 1281-1303.

I. High Performance Work Practices and Systems, Human Capital, and Organizational Performance

1. Crook, T. R., Todd, S. Y., Combs, J. G., Woehr, D. J., & Ketchen, D. J. (2011). Does human capital matter? A meta-analysis of the relationship between human capital and firm performance. *Journal of Applied Psychology, 96*, 443-456.
2. Kehoe, R.R., & Wright, P.M. (2013). The impact of high-performance human resource practices on employee's attitudes and behaviors. *Journal of Management, 39*, 366-391.
3. Jackson, S.E., Schuler, R.S., & Jiang, K. (2014). An aspirational framework for strategic human resource management. *The Academy of Management Annals, 8(1)*, 1 – 56.
4. Jiang, K., Lepak, D., Hu, J., & Baer, J. (2012). How Does Human Resource Management Influence Organizational Outcomes? A Meta-Analytic Investigation of Mediating Mechanisms. *Academy of Management Journal, 55*, 1264-1294.
5. Ployhart, R. E., & Moliterno, T. P. (2011). Emergence of the human capital resource: A multilevel model. *Academy of Management Review, 36*, 127-150.

II. Measurement Issues I: Construct and Scale Development

1. Arthur, W., & Villado, A.J. (2008). The importance of distinguishing between constructs and methods when comparing predictors in personnel selection research and practice. *Journal of Applied Psychology, 93*(2), 435-442.
2. Campbell, DT.; Fiske, DW (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin, Vol 56*(2), 81-105.
<http://dx.doi.org/10.1037/h0046016>
3. Edwards, J. R.; Bagozzi, R. P. (2000). On the nature and direction of relationships between constructs and measures. *Psychological Methods, Vol 5*(2), 155-174.
<http://dx.doi.org/10.1037/1082-989X.5.2.155>
4. Hinkin, T.R. (1995). A review of scale development practices in organizations. *Journal of Management, 21*(5), 967-988.
5. Schmidt, F. L., Le, H., & Ilies, R. (2003). Beyond alpha: An empirical examination of the effects of different sources of measurement error on reliability estimates for measures of individual differences constructs. *Psychological Methods, 8*, 206-224.

III. Measurement Issues II: CFA and MEI

1. Loehlin, J.C. (1998). *Latent Variable Models: An Introduction to factor, path, and structural analysis*. Mahwah, NJ: Lawrence Erlbaum Associates.
Chapter 1: Path models in factor, path, and structural equations. Pgs 1 – 35
2. Vandenberg & Lance (2000). A review and synthesis of the measurement invariance literature: Suggestions, practices, and recommendations for organizational research. *Organizational Research Methods*, 3(1), 4-69.
3. Woehr, D.J., Sheehan, M.K., & Bennett, W. (2005). Assessing Measurement Equivalence Across Rating Sources: A Multitrait-Multirater Approach. *Journal of Applied Psychology*, 90(3), 592-600.

IV. Job Performance/ Performance Management

4. Beck, Beatty, & Sackett (2014). On The Distribution Of Job Performance: The Role Of Measurement Characteristics In Observed Departures From Normality. *Personnel Psychology*, 67, 531-566.
5. Biron, M., Farndale, E., & Paauwe, J. (2011). Performance management effectiveness: lessons from world-leading firms. *International Journal of Human Resource Management*, 22(6), 1294-1311.
1. O'Boyle E, Aguinis H. (2012). The best and the rest: Revisiting the norm of normality of individual performance. *Personnel Psychology*, 65, 79–119.
2. Pulakos, E.D., & O'Leary, R.S. (2011). Why is performance management broken? *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 4(2), 146-164.
3. Viswesvaran, C., & Ones, D.S. (2000). Perspectives on models of job performance. *International Journal of Selection And Assessment*, 8(4), 216-226.
4. Woehr, D.J. & Roch, S. (2012). Supervisory performance ratings. In N. Schmitt (Ed.), *The Oxford Handbook of Personnel Assessment and Selection*. New York: Oxford University Press. ISBN 13: 9780199732579

V. Compensation

5. Bamberger, P., & Belogolovsky, E. (2010). The impact of pay secrecy on individual task performance. *Personnel psychology*, 63(4), 965-996.
1. Barnes, C. M., Hollenbeck, J. R., Jundt, D. K., Derue, D. S., & harmon, s. J. (2011). Mixing individual incentives and group incentives: Best of both worlds or social dilemma? *Journal of Management*, 37(6), 1611-1635.
2. Jawahar, J. M., & Stone, T. H. (2011). Fairness perceptions and satisfaction with components of pay satisfaction. *Journal of Managerial Psychology*, 26(4), 297-312.
3. Kepes, S., Delery, J., & Gupta, N. (2009). Contingencies in the effects of pay range on organizational effectiveness. *Personnel Psychology*, 62(3), 497-531.
4. Shaw, J. D., & Gupta, N. (2007). Pay system characteristics and quit patterns of good, average, and poor performers. *Personnel Psychology*, 60(4), 903-928.

VI. Absenteeism and Turnover

5. Batt, R. & Colvin, A. J. S. 2011. An Employment Systems Approach To Turnover: Human Resources Practices, Quits, Dismissals, And Performance. *Academy of Management Journal*, 54(4): 695-717.
1. Berry, C. M., Lelchook, A. M., & Clark, M. A. 2012. A meta-analysis of the interrelationships between employee lateness, absenteeism, and turnover: Implications for models of withdrawal behavior. *Journal of Organizational Behavior*, 33(5): 678-699.
2. Chen, G., Ployhart, R. E., Thomas, H. C., Anderson, N., & Bliese, P. D. 2011. The Power Of Momentum: A New Model Of Dynamic Relationships Between Job Satisfaction Change And Turnover Intentions. *Academy of Management Journal*, 54(1): 159-181.
3. 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(2): 315-350.
4. Peretz, H. & Fried, Y. 2012. National Cultures, Performance Appraisal Practices, and Organizational Absenteeism and Turnover: A Study Across 21 Countries. *Journal of Applied Psychology*, 97(2): 448-459.

VII. Training

5. Alliger, G. M., Tannenbaum, S. I., Bennett, W., Traver, H., & Shotland, A. (1997). A meta-analysis of the relations among training criteria. *Personnel Psychology, 50*(2), 341-358.
1. Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of Training: A Meta-Analytic Review. *Journal of Management, 36*(4), 1065-1105.
2. Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin, 119*(2), 254-284.
3. Kraiger, K. (2008). Transforming our models of learning and development: Web-based instruction as enabler of third-generation instruction. *Industrial and Organizational Psychology: Perspectives on Science and Practice, 1*, 454-467.
4. Sackett, P. R., & Mullen, E. J. (1993). Beyond formal experimental-design - towards an expanded view of the training evaluation process. *Personnel Psychology, 46*(3), 613-627.

VIII. Organizational Socialization

5. Allen, D. G. (2006). Do organizational socialization tactics influence newcomer embeddedness and turnover? *Journal of Management*, 32(2), 237-256.
1. Cooper-Thomas, H. D., & Anderson, N. (2005). Organizational socialization: A field study into socialization success and rate. *International Journal of Selection and Assessment*, 13(2), 116-128.
2. Fang, R., Duffy, M. K., & Shaw, J. D. (2011). The Organizational Socialization Process: Review and Development of a Social Capital Model. *Journal of Management*, 37(1), 127-152.
3. Jokisaari, M., & Nurmi, J.-E. (2009). Change in newcomers' supervisor support and socialization outcomes after organizational entry. *Academy of Management Journal*, 52(3), 527-544.
4. Klein, H. J., & Weaver, N. A. (2000). The effectiveness of an organizational-level orientation training program in the socialization of new hires. *Personnel Psychology*, 53(1), 47-66.
5. Schneider, B., Goldstein, H.W., & Smith, D.B. (1995). The ASA framework: An update. *Personnel Psychology*, 48: 747-773.

IX. Performance Ratings and Multisource Feedback, Rating Interventions: Scales and Training

1. Jawahar, I. M., & Williams, C. R. (1997). Where all the children are above average: The performance appraisal purpose effect. *Personnel Psychology, 50*, 905-925.
2. Roch, S. G., Woehr, D. J., Mishra, V., & Kieszczynka, U. (2014) Rater training revisited: An updated meta-analytic review of frame of reference training. *Journal of Occupational and Organizational Psychology*.
3. Roch, S. G., Sternburgh, A., & Caputo, P. (2007). Absolute versus relative performance rating formats: Implications for fairness and organizational justice. *International Journal of Selection and Assessment, 15*, 302–316.
4. Scullen, S. E., Bergey, P. K., & Aidman-Smith, L. (2005). Forced distribution rating systems and the improvement of workforce potential: A baseline simulation. *Personnel Psychology, 58*, 1–32.
5. Hoffman, D.J., & Woehr, D.J. (2009). Disentangling the Meaning of Multisource Feedback Source and Dimension Factors. *Personnel Psychology, 62*, 735-765.
1. Smither, J. W., London, M., & Reilly, R.R. (2005). Does performance improve following multisource feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel Psychology, 58*, 33-66.

X. Coaching, Mentoring, Leadership Development

2. Feldman, D.C., & Lankau, M. J. (2005). Executive coaching: A review and agenda for future research. *Journal of Management*, 31(6), 829-848.
3. Liu, X. M., & Batt, R. (2010). How supervisors influence performance: a multilevel study of coaching and group management in technology-mediated services. *Personnel Psychology*, 63(2), 265-298.
4. McKenna, D.D., & Davis, S.L. (2009). Hidden in plain sight: The active ingredients of executive coaching. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 2, 244-260.
5. McCall, M. W. (2010). Recasting Leadership Development. *Industrial and Organizational Psychology: Perspectives on Science and Practice*, 3, 3-19.
1. Hoffman, B, Woehr, D.J., Maldegan-Youngjohn, R., & Lyons, B, (2011) Great Man or Great Myth: A Meta-Analytic Investigation of the relationship between individual differences and leader effectiveness. *Journal of Occupational and Organizational Psychology*, 84, 347-381.

XI. Leadership: Abusive/Toxic Supervision

2. Aasland, M. S., A. Skogstad, et al. The Prevalence of Destructive Leadership Behaviour. *British Journal of Management* 21(2): 438-452.
3. Aryee, S., Z. X. Chen, et al. (2007). Antecedents and outcomes of abusive supervision: Test of a trickle-down model. *Journal of Applied Psychology* 92(1): 191-201.
4. Harvey, M., D. C. Treadway, et al. (2007). The occurrence of bullying in global organizations: A model and issues associated with social/emotional contagion. *Journal of Applied Social Psychology* 37(11): 2576-2599.
5. Mitchell, M. S. and M. L. Ambrose (2007). Abusive supervision and workplace deviance and the moderating effects of negative reciprocity beliefs. *Journal of Applied Psychology* 92(4): 1159-1168.
1. Padilla, Hogan, R., and Kaiser, R.B. (2007). The toxic triangle: Destructive leaders, susceptible followers, and conducive environments. *Leadership Quarterly*, 18, 176-194.
2. Tepper, B. J. (2007). Abusive supervision in work organizations: Review, synthesis, and research agenda. *Journal of Management* 33(3): 261-289.