



## MBA and M.Sc. Courses

פרויקט: ניהול משאבי אנוש ויחסי עבודה

### Human Resource Management & Employee Relations- 1243.3424

(Prerequisites: Organizational Behavior – Micro AND Macro)

Spring Semester – 2022

Section	Day	Hour	Classroom	Exam date	Lecturer	Email	Telephone
02	Sunday	18:30-15:45	TBA		Prof. Bamberger Peter	<a href="mailto:peterb@tauex.tau.ac.il">peterb@tauex.tau.ac.il</a>	

**Teaching Assistant (TA):** Dr. Natalie Sheffer < natalie.afota@gmail.com >

**Office Hours:** By appointment

### Course Units

1 course unit = 4 ECTS units

The ECTS (European Credit Transfer and Accumulation System) is a framework defined by the European Commission to allow for unified recognition of student academic achievements from different countries.

### Course Description

This course is designed as an introduction to human resource managers for general managers. The intent of the course is not to provide technical skills in human resource management, but rather to provide a strategic framework for understanding human resource management.

### Course Objectives

The course seeks to present human resource management as a strategic issue no less significant than the management of any other organizational strategic asset. Day-to-day human resource quandaries are discussed in the context of mainstream economic, psychological and sociological theory. By the end of the course, students should have a good understanding of the contingencies that need to be considered in the design of human resource systems that are congruent with and supportive of particular business strategies.

## Evaluation of Student and Composition of Grade

Percentage	Assignment	Submission Date	Group Size
30	Best 2 of 3 surprise quizzes on case studies and related readings (each worth 15 points)	--	INDIVIDUAL
70 (10 points of which based on quality of in-class presentation)	Final Project (assignment detailed below)	June 26, 2022	2 students per team

\* Students must attend ALL class sessions. Students failing to attend a session without receiving permission from the instructor risk failing the course. (Students remain financially liable for the course even if they are removed.)

## Course Assignments

Part (1): SURPRISE quizzes on two case studies and their related readings (30% of final grade)

In order to make sure that students come prepared to discuss the case studies in class, there will be three surprise quizzes during the course of the semester on the case studies. Each quiz will consist of no more than 10 multiple choice questions. **We will count the highest of the two quiz grades** such that if you happen to miss a class when a quiz is given, you will still have an opportunity to earn these 10 points.

Part (2): Final Project (70% of final grade)

To be done in *PAIRS* (2 students). **You must submit a 1 paragraph summary of your proposed project by the 3rd week of the course for approval.** This proposal should: (a) specify the organization you intend to study, (b) highlight the problem to be addressed, and (c) specify at least 2 main articles that will be used as a basis for the paper.

Your report should be *no longer than 13 pages long* (double spaced, 12 point, Times-New Roman type, 1 inch margins on all sides). The first four pages should present the general HR context. The remaining 9 pages should present the analysis and diagnosis of the problem and your proposed, *evidence-based* solution.

As a research project, your grade will be strongly influenced by the degree to which you ground your diagnosis and solution alternatives on the relevant research literature. **Papers that fail to ground their ideas, interpretations and conclusions on the basis of theory and empirical research literature will be penalized up to 30 points.**

**You will present your initial findings in class (20 minute PPT presentation) in the last two weeks of the course. The final, written project is due three weeks following the last class session. For each week delay, 5 points will be deducted from the project grade.**

**The initial, in-class presentation of the project is worth up to 10 percent of the final grade.**

- Develop and present a 20-minute presentation of your initial findings (and recommendations if relevant) in class.

The *written project* (worth 60 percent of the final grade) requires that you do the following:

- BRIEFLY (up to 4 pages – worth **20 points**) describe and evaluate the efficacy of each of the following HR subsystems following the approach covered in class:
  - Talent Management Subsystem (staffing, training & development)
  - Performance Evaluation and Management Subsystem
  - Reward/Compensation Subsystem
- In terms of the description, make sure to describe the tools used in order to meet the goals of each subsystem (e.g., for talent management, what selection tools are used). This is worth up to 10 points of the 20.
- In terms of the efficacy, make sure to report any evidence that the system is meeting or falling short of its goals (e.g., for talent management, validity of selection tools, time to fill slots, short-term voluntary and involuntary turnover. This is worth up to 10 points of the 20).
- Identify and analyze ***one*** core HR problem such as high turnover of key talent, employee absenteeism, longer than expected ramp-up times, staff shortages (**worth 40 points**).
  - Explain the nature of this problem (symptoms) and its impact (why the concern). Use the required and recommended readings to reinforce your arguments as to potential impact (10 of 40 points).
  - Using the required and recommended readings (and using an approach similar to that which we used in analyzing the Merck case), diagnose the problem and identify its root elements and causes (10 of 40 points).
  - Again using the required and recommended readings, present at least two alternative strategies for addressing this problem, and then recommend one of the two. Be sure to defend the advantages of your proposed solution on the basis of theory and/or empirical findings. Additionally, be sure to highlight the limitations of (and risks inherent to) your proposed solution, again defending your arguments on the basis of theory and/or empirical findings included in the required and recommended readings (20 of 40 points).

## Grading Policy

In the 2008/9 academic year the Faculty instituted a grading policy for all graduate level courses that aims to maintain a certain level of the final course grade. Accordingly, the final average grade for this course (which is a core course) will be in the range 78-82%.

Additional information regarding this policy can be found on the Faculty website.

[Score Retention Policy](#)

## Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey to evaluate the instructor and the course, to provide feedback for the benefit of the students, the teachers and the university.

## Course Site (Moodle)

The course site will be the primary tool to communicate messages and material to students. You should check the course site regularly for information on classes, assignments and exams, at the end of the course as well. Required readings will be available on the course site.

## Course Outline\*

Week	Dates	Topic(s)	Required Reading (Those highlighted in Yellow should be read prior to the class session)	Submissions
1-2	Feb 13 Feb 20	HR Strategy	<ul style="list-style-type: none"> <li>• BB&amp;M Chaps. 1 - 3</li> <li>• Jiang, K., Lepak, D.P., Hu, J. &amp; Baer, J.C. (2012). How does human resource management influence organizational outcomes? A meta-analytic investigation of mediating mechanisms. <i>Academy of Management Journal</i>, 55, 1264-1294.</li> <li>• Park, T.-Y., &amp; Shaw, J. D. (2013). Turnover Rates and Organizational Performance: A Meta-Analysis. <i>Journal of Applied Psychology</i>, 98, 268-309. doi: 10.1037/a003072325</li> <li>• Hammonds K. H. (2005). Why We Hate HR. <i>Fast Company</i>, 97: 40</li> <li>• JetBlue Airways: Starting From Scratch” HBS 9-801-354</li> </ul>	JetBlue Airways
3-5	Feb 27 March 6 March 13	People Flow Subsystem	<ul style="list-style-type: none"> <li>• BB&amp;M Chap. 4</li> <li>• Menkes, J. (2005). Hiring for smarts. <i>Harvard Business Review</i>, 83(11): 100–109.</li> <li>• Allen, D.G., Bryant, P.C., &amp; Vardaman, J. M. (2010). Retaining Talent: Replacing misconceptions with evidence-based strategies. <i>Academy of Management Perspectives</i>, 24, 48-64.</li> <li>• DeOrtentiis, P. S., Van Iddekinge, C. H., Ployhart, R. E., &amp; Heetderks, T. D. (2018,). Build or Buy? The Individual and Unit-Level Performance of Internally Versus Externally Selected Managers Over Time. <i>Journal of Applied Psychology</i>. 103(8), 916-928.</li> <li>• Gladwell, M. (2009). “Most Likely to Succeed: How Do We Hire When We Can’t Tell Who’s Right for the Job??” in <i>What the Dog Saw</i>. New York: Little Brown.</li> <li>• Gladwell, M. (2009). “The Talent Myth: Are Smart People Overrated?” in <i>What the Dog Saw</i>. New York: Little Brown.</li> <li>• Gladwell, M. (2009). “The New-Boy Network: What Do Job Interviews Really Tell Us?” in <i>What the Dog Saw</i>. New York: Little Brown.</li> <li>• Fernandez-Araoz, C., Groysberg, B., &amp; Nohria, N. (2009, May). The Definitive Guide to Recruiting in Good Times and Bad. <i>Harvard Business Review</i>, 87 (5)</li> <li>• Box: The Evolution of Management Practices in a Startup” Stanford Case HR43</li> </ul>	Box

6-8	March 20 March 27 April 3	Performance Management	<ul style="list-style-type: none"> <li>Levy, PE, Tseng, ST, Rosen, CC &amp; Lueke, SB. (2017). Performance Management: A Marriage between Practice and Science – Just Say “I do. Research in Personnel and Human Resources Management. 2017; 155-213. <a href="https://doi.org/10.1108/S0742-730120170000035005">https://doi.org/10.1108/S0742-730120170000035005</a></li> <li>Kim, K. Y., Atwater, L., Patel, P. C., &amp; Smither, J. W. (2016). Multisource Feedback, Human Capital, and the Financial Performance of Organizations. Journal of Applied Psychology. Advance online publication. <a href="http://dx.doi.org/10.1037/apl0000125">http://dx.doi.org/10.1037/apl0000125</a></li> <li>DeNisi, A.S. &amp; Sonesh, S. (2011). The appraisal and management of performance at work . Pp. 255-279 in The APA Handbook of Industrial and Organizational Psychology, Vol 2: Selecting and Developing Members for the Organization. Washington, DC, US: American Psychological Association.</li> <li>Buckingham, M., &amp; Goodall, A. (2019). The Feedback Fallacy. Harvard Business Review, March-April, 2019</li> <li>GE Re-engineers Performance Reviews, Pay Practices (WSJ article)</li> <li>“Merck &amp; Co., Inc. - A” HBS 9-491-005</li> </ul>	Merck & Co., Inc.
--	April 10	<b>NO CLASS THIS WEEK</b>		
9-10	April 24 May 1	Compensation Basics	<ul style="list-style-type: none"> <li>BB&amp;M Chap. 6</li> <li>Shaw, J. D. (2014). Pay dispersion. <i>Annual Rev. Organ. Psychol. Organ. Behav.</i>, 1(1), 521-544.</li> <li>Park, S. (2018). Pay for Performance in Modern Compensation Practices. <i>Compensation &amp; Benefits Review</i>, 50, 1: 21-35.</li> <li>Camp, Dresser &amp; McGee: Getting Incentives Right” HBS 9-902-122</li> </ul>	Camp, Dresser & McGee
11	May 8	Pay for Performance	<ul style="list-style-type: none"> <li>Gerhart, B., Rynes, S., &amp; Fulmer, I. (2009). Pay and Performance: Individuals, Groups, and Executives. <i>Academy of Management Annals</i> (3), 251-315.</li> </ul> <p>GUEST LECTURE ON PAY FOR PERFORMANCE</p>	TBA
12	May 15	Employee Relations	<ul style="list-style-type: none"> <li>BB&amp;M Chap. 7</li> <li>Doucoulagos, C. &amp; LaRoche, P. (2003). What do unions do to productivity? A Meta-analysis. <i>Industrial Relations</i>.42:650-691.</li> <li>Tambe, P., Cappelli, P., &amp; Yakubovich, V. (2019). Artificial intelligence in human resources management: Challenges</li> </ul>	Sprint

			and a path forward. <i>California Management Review</i> , 61(4), 15-42.	
			<ul style="list-style-type: none"> <li>• "Sprint-La Conexion Familiar A" HBS 97C001</li> </ul>	
13-14	May 22 May 29	<b>In-class presentations on projects (5 in each session; 20 minutes/presentation)</b>		

\*Subject to change

**Yellow-highlighted** readings are required and should be read prior to the specified class session and before reading the assigned case study for that session.

BB&M readings come from:

Bamberger, P.A., Biron, M. and Meshulam, I. (2014) Human Resource Strategy: Formulation, Implementation and Impact. New York: Routledge.

## Additional Recommended Reading

### On HR Strategy and the Employment Relationship

Recommended Readings:

1. Datta, D.K, Guthrie, J.P. & Wright, P.M. (2005). Human resource management and labor productivity: Does industry matter? *Academy of Management Journal*. Vol.48, Iss. 1; pg. 135
2. Collins, C.J. & Clark, K.D. (2003) Strategic human resource practices, top management team social networks, and firm performance: The role of human resource practices in creating organizational competitive advantage. *Academy of Management Journal*. Vol.46, Iss. 6; pg. 740
3. Guest, D.E. (2004). The psychology of the employment relationship: An analysis based on the psychological contract. *Journal of Applied Psychology*. Volume 53, 4, pp. 541-555(15)
4. Lepak, D.P. & Snell, S.A. (2001) "The human resource architecture: toward a theory of human capital allocation and development" *The Academy of Management Journal*, vol.24, iss. 1. p.31
5. Pfeffer, J. (2005). Producing sustainable competitive advantage through the effective management of people. *Academy of Management Perspectives*, 19(4), 95-106.
6. Oswald, F. L., Behrend, T. S., Putka, D. J., & Sinar, E. (2020). Big data in industrial-organizational psychology and human resource management: Forward progress for organizational research and practice. *Annual Review of Organizational Psychology and Organizational Behavior*, 7, 505-533.

### On People-Flow Subsystem

Recommended readings:

1. Anderson, N., Lievens, F., Van Dam, K. & Ryan, A.M. (2004). Future perspectives on employee selection: Key directions from future research and practice. *Journal of Applied Psychology* Volume 53, Number 4, pp. 487-501(15)
2. Tam, P.A, Murphy, K.R & Lyall, J.T. (2004). Can changes in differential dropout rates reduce adverse impact? A computer simulation study of a multi-wave selection system. *Personnel Psychology*. Vol.57, Iss. 4; pg. 905, 30 pgs
3. Hausknecht, J.P., Day, D.V.& Thomas, S.C. (2004). Applicant reactions to selection procedures: An updated model and meta-analysis. *Personnel Psychology*. Vol.57, Iss. 3; pg. 639, 45 pgs
4. Collins, C.J.& Han, J. (2004). Exploring applicant pool quantity and quality: the effects of early recruitment practice strategies corporate advertising, and firm reputation. *Personnel Psychology*, Vol.57, Iss. 3; pg. 685, 33 pgs

5. Allen, D.G., Van Scotter, J.R., Otondo, R.F. (2004). Recruitment communication medial: Impact on prehire outcomes. *Personnel Psychology*. Vol.57, Iss. 1; pg. 143, 29 pgs
7. Allen, D.G., Biggane, J.E. & Pitts, M. (2013). Reactions to Recruitment Web Sites: Visual and Verbal Attention, Attraction, and Intentions to Pursue Employment, *Journal of Business and Psychology*, 28, 263-285.
8. Earnest, D. R., Allen, D. G. and Landis, R. S. (2011), Mechanisms linking realistic job preview with turnover: A meta-analytic path analysis. *Personnel Psychology*, 64: 865–897.

## **On Performance Evaluation & Management**

Recommended readings:

1. Van Dijk, D., & Kluger, A. N. (2011). Task type as a moderator of positive/negative feedback effects on motivation and performance: A regulatory focus perspective. *Journal of Organizational Behavior*, 32(8), 1084-1105. doi: 10.1002/job.725
2. Bamberger, P. (2007) Competitive appraising: A social dilemma perspective on the conditions in which multi-round peer evaluation may result in counter-productive team dynamics." *Human Resource Management Review*, 17, 1-18.
3. Smither, J.W, London, M.& Reilly, R.R. (2005). Does performance improve following multi source feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel Psychology*, Vol.58, Iss. 1; pg. 33, 34 pgs
4. Scullem, S.E., Bergey, P.K. & Aiman-Smith, L. (2005). Forced distribution rating systems and the improvement of workforce potential: A baseline simulation. *Personnel Psychology*. Vol.58, Iss. 1; pg. 1, 32 pgs
5. Bono, J.E. & Colbert, A.E. (2005). Understanding responses to mutli-source feedback: the role of core self-evaluations. *Personnel Psychology*. Vol.58, Iss. 1; pg. 171, 33 pgs
6. Den Hartog, D.N, Boselie, P. & Paauwe, J. (2004). Performance Management: A Model and Research Agenda. *Journal of Applied Psychology*. Volume 53, Number 4, pp. 556-569(14)
7. Murphy, K. R. (2020). Performance evaluation will not die, but it should. *Human Resource Management Journal*, 30(1), 13-31.

## **On Compensation and Pay for Performance**

Recommended reading:

1. Brown, M. P., Sturman, M. C., & Simmering, M. J. (2003). Compensation policy and organizational performance: The efficiency, operational, and financial implications of pay levels and pay structure. *Academy of Management Journal*, 46(6), 752-762.
2. Blue, G.& Bordia, P.(2003). Moderating Effect of Allocentrism on the Pay Referent Comparison–Pay Level Satisfaction Relationship. *Applied psychology*. Volume 52, Number 4, pp. 499-514(16)
3. Currall, S.C., Towler, A.J., Judge, T.A. & Kohn, L. (2005). Pay satisfaction and organizational outcomes. *Personnel psychology*. Vol.58, Iss. 3; pg. 613, 28 pgs
4. Belogolovsky, E., & Bamberger, P. A. (2014). Signaling in secret: Pay for performance and the incentive and sorting effects of pay secrecy. *Academy of Management Journal*, 57(6), 1706-1733.
5. Judge, T. A., Piccolo, R. F., Podsakoff, N. P., Shaw, J. C., & Rich, B. L. (2010). The relationship between pay and job satisfaction: A meta-analysis of the literature. *Journal of Vocational Behavior*, 77(2), 157-167.
6. Park, S., & Sturman, M. C. (2015). Evaluating Form and Functionality of Pay-for-Performance Plans: The Relative Incentive and Sorting Effects of Merit Pay, Bonuses, and Long-Term Incentives. *Human Resource Management*.
7. Park, S. (2018). Pay for performance in modern compensation practices. *Compensation & Benefits Review*, 50(1), 21-35.
8. Bennedsen, M., Simintzi, E., Tsoutsoura, M., & Wolfenzon, D. (2019). *Do firms respond to gender pay gap transparency?* (No. w25435). National Bureau of Economic Research.

## **On Employee Relations**

Recommended readings:

1. David-Blake, A., Broschak, J.P & George, E. (2003). Happy together? How using nonstandard workers affects exit, voice, and loyalty among standard employees. *Academy of Management Journal* . Vol.46, Iss. 4; pg. 475
2. Flynn, F.J. (2005). Identity orientations and forms of social exchange in organizations. *Academy of Management Review*. Vol.30, Iss. 4; pg. 737
3. Bendersky, C. (2003). Organizational dispute resolution systems: A complementarities model. *Academy of Management Review*. Vol.28, Iss. 4; pg. 643
4. Mills. P.K & Ungson, G.R. (2003). Reassessing the limits of structural empowerment: Organizational constitution and trust as controls. *Academy of management review*. .Vol.28, Iss. 1; pg. 143
5. Colella, A., Paetzold, R.L. & Belliveau, M.A. (2004). Factors affecting coworkers' procedural justice inferences of the workplace accommodations of employees with disabilities. *Personnel Psychology*. Vol.57, Iss. 1.
6. Eldor, L., & Cappelli, P. (2020). The Use of Agency Workers Hurts Business Performance: An Integrated Indirect Model. *Academy of Management Journal*, Jun2021, Vol. 64 Issue 3
7. Short, J. L., & Toffel, M. W. (2021). Manage the Suppliers That Could Hurt Your Brand. *HARVARD BUSINESS REVIEW*, 99(2), 108-+.